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INFORMATION-EXCHANGE IN SECONDARY SCHOOL  
FRENCH TEXTBOOK SELECTION

by



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A THESIS

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THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "Information-Exchange in Secondary School French Textbook Selection," submitted by Judith E. Reeves in partial fulfillment of the requirements for the degree of Master of Education.



## ABSTRACT

This study attempted to describe existing patterns of information-exchange among members of provincial Secondary School French Curriculum committees, publishers of Secondary School French textbooks, and provincial Curriculum Directors in the selection of Secondary School textbooks in Canada in 1967-68. Investigation of textbook selection process focused attention on a cycle of four consecutive stages.

Information content was specified in the information exchanges studied, and was related directly to the four consecutive stages and the local development concern. Variables included the frequency of information-exchange among the three selected participants, and the medium (verbal, non-verbal, direct, or indirect) which each participant indicated he used to carry the information.

The results of this study indicated that the provincial Curriculum Directors and publishers of Secondary School French textbooks are in frequent contact with each other when they are involved in the selection of Secondary School French textbooks. This interaction is characterized by use of face-to-face contact as well as indirect contact. The publishers' representatives, interviews and similar visits between both participants as well as letters were the most frequent choices of media. However, the study revealed that the members of provincial Secondary School French Curriculum Committees are not involved in similar contact with provincial Curriculum Directors. Viewed by either of the participants, the only medium by which information is exchanged frequently remains the regular curriculum committee meeting. It was found that



conflicting pictures are held of their mutual information-exchange. The information-exchange between publishers of Secondary School French textbooks and members of provincial Secondary School French (textbook) Curriculum committees also showed conflicting reports. Committee members reported no interaction with publishers whereas publishers stated using visits of their own representatives, and interviews to contact committee members. The overall pattern that emerged indicated frequent and varied communication between provincial Curriculum Directors and publishers but restricted information-exchange between provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees. Information-exchange did not exist between publishers of Secondary School French textbooks and the members of provincial Secondary School French Curriculum committees. Of the many media from which the participants were permitted a choice, only three appeared with any degree of regularity. These included: visits of publishers' representatives, interviews, and letters.

The study of the steps involved in textbook selection revealed that provincial Curriculum Directors and provincial Secondary School French Curriculum committee members relied most often on inspection of the textbook. Less than half reported using pilot projects or evaluation of trials of a textbook.

Only three of the ten provinces sampled stated that they either developed their own Secondary School French textbook manuscripts or edited similar manuscripts sent to them by publishers of Secondary School French textbooks. The norm appeared to be an externally produced edition



developed by the publisher, only occasionally adapted to meet specific needs of particular provinces. The trend appeared to be provincial post-publication modifications of the final edition of the textbook provided by the publisher.

It was hoped that this survey would provide some useful information that could serve as a guide to future investigation of the effectiveness and efficiency of the existing information-exchange patterns in Secondary School French textbook selection. As a result of the findings, it was recommended that attention be given to study of the ways in which accessibility of the members of the provincial subject matter committees be increased, to the kind of role played by the Curriculum Directors in channeling information to and from the publishers and committee members, and to the desirability of fostering open informed competition among publishers.



## TABLE OF CONTENTS

CHAPTER		PAGE
I.	AIM . . . . .	1
	INTRODUCTION . . . . .	1
	THEORETICAL BACKGROUND . . . . .	4
	Decision-Making in Curriculum Development . . . . .	4
	Communication . . . . .	6
	Textbook Selection . . . . .	14
	SELECTION OF SECONDARY SCHOOL FRENCH TEXTBOOKS . . . . .	18
	Participation in the Selection Process . . . . .	20
	Summary . . . . .	23
II.	INSTRUMENTATION AND PROCEDURE . . . . .	24
	Illustration of concepts . . . . .	24
	Design of Instrument . . . . .	26
	TREATMENT OF THE DATA . . . . .	29
III.	STATEMENT AND INTERPRETATION OF DATA . . . . .	32
	THREE STAGES OF INFORMATION-EXCHANGE IN SECONDARY	
	SCHOOL FRENCH TEXTBOOK SELECTION . . . . .	32
	Stage One Information-Exchange . . . . .	32
	Stage Two Information-Exchange . . . . .	48
	Stage Three Information-Exchange . . . . .	63
	STEPS IN SECONDARY SCHOOL FRENCH TEXTBOOK SELECTION . . . . .	86
	PROPOSED DEVELOPMENT AND PUBLICATION OF LOCAL	
	SECONDARY SCHOOL FRENCH TEXTBOOK MANUSCRIPTS . . . . .	86



CHAPTER	PAGE
IV. CONCLUSIONS AND IMPLICATIONS . . . . .	95
COMMUNICATION PATTERNS WITHIN THREE STAGES OF	
INFORMATION-EXCHANGE . . . . .	95
Overview of all Three Stages of Information-	
Exchange . . . . .	95
Patterns of Information-Exchange at Stage One . .	95
Patterns of Information-Exchange at Stage Two . .	97
Patterns of Information-Exchange at Stage Three .	99
Implications of Revealed Communication Patterns .	101
COMMON SELECTION PROCEDURES IN SECONDARY SCHOOL	
FRENCH TEXTBOOK SELECTION . . . . .	118
COMMUNICATION PATTERNS IN PROPOSALS FOR THE	
PUBLICATION OF LOCALLY DEVELOPED SECONDARY	
SCHOOL FRENCH TEXTBOOK MANUSCRIPTS . . . . .	122
GENERAL AIDS TO MORE EFFECTIVE COMMUNICATION IN	
ANY COMMUNICATION DECISION-MAKING PROCESS . . .	127
IMPLICATIONS FOR FUTURE RESEARCH . . . . .	129
BIBLIOGRAPHY . . . . .	131
APPENDIX . . . . .	136



# LIST OF TABLES

TABLE	PAGE
I. Stage One: Reception of Information by Provincial Curriculum Directors . . . . .	33
II. Stage One: Relay of Information by Provincial Curriculum Directors . . . . .	34
III. Stage One: Reception of Information by Members of Provincial Secondary School French Curriculum Committees . . . . .	35
IV. Stage One: Relay of Information by Members of Provincial Secondary School French Curriculum Committees . . . . .	36
V. Stage One: Reception of Information by Publishers of Secondary School French Textbooks . . . . .	38
VI. Stage One: Relay of Information by Publishers of Secondary School French Textbooks . . . . .	39
VII. Stage One: Reception of Information by Provincial Curriculum Directors from Members of Provincial Secondary School French Curriculum Committees . . .	40
VIII. Stage One: Relay of Information by Provincial Curriculum Directors to Members of Provincial Secondary School French Curriculum Committees . . .	41
IX. Stage One: Reception of Information by Provincial Curriculum Directors from Publishers of Secondary School French Textbooks . . . . .	42



TABLE	PAGE
X. Stage One: Relay of Information by Provincial Curriculum Directors to Publishers of Secondary School French Textbooks . . . . .	43
XI. Stage One: Reception of Information by Members of Provincial Secondary School French Curriculum Committees from Provincial Curriculum Directors . . .	44
XII. Stage One: Relay of Information by Members of Provincial Secondary School French Curriculum Committees to Provincial Curriculum Directors . . .	45
XIII. Stage One: Reception of Information by Members of Provincial Secondary School French Curriculum Committees from Publishers of Secondary School French Textbooks . . . . .	46
XIV. Stage One: Relay of Information by Members of Provincial Secondary School French Curriculum Committees to Publishers of Secondary School French Textbooks . . . . .	47
XV. Stage One: Reception of Information by Publishers of Secondary School French Textbooks from Provincial Curriculum Directors . . . . .	49
XVI. Stage One: Relay of Information by Publishers of Secondary School French Textbooks to Provincial Curriculum Directors . . . . .	50



TABLE	PAGE
XVII. Stage One: Reception of Information by Publishers of Secondary School French Textbooks from Members of Provincial Secondary School French Curriculum Committees . . . . .	51
XVIII. Stage One: Relay of Information by Publishers of Secondary School French Textbooks to Members of Provincial Secondary School French Curriculum Committees . . . . .	52
XIX. Stage Two: Reception of Information by Provincial Curriculum Directors . . . . .	53
XX. Stage Two: Reception of Information by Members of Provincial Secondary School French Curriculum Committees . . . . .	54
XXI. Stage Two: Dissemination of Information by Publishers of Secondary School French Textbooks . . . . .	56
XXII. Stage Two: Reception of Information by Provincial Curriculum Directors from Members of Provincial Secondary School French Curriculum Committees . . . . .	57
XXIII. Stage Two: Reception of Information by Provincial Curriculum Directors from Publishers of Secondary School French Textbooks . . . . .	58
XXIV. Stage Two: Reception of Information by Members of Provincial Secondary School French Curriculum Committees from Provincial Curriculum Directors . . . . .	59



TABLE	PAGE
XXV. Stage Two: Reception of Information by Members of Provincial Secondary School French Curriculum Committees from Publishers of Secondary School French Textbooks . . . . .	60
XXVI. Stage Two Dissemination of Information by Publishers of Secondary School French Textbooks to Provincial Curriculum Directors . . . . .	61
XXVII. Stage Two: Dissemination of Information by Publishers of Secondary School French Textbooks to Members of Provincial Secondary School French Curriculum Committees . . . . .	62
XXVIII. Stage Three: Reception of Information by Provincial Curriculum Directors . . . . .	63
XXIX. Stage Three: Relay of Information by Provincial Curriculum Directors . . . . .	65
XXX. Stage Three: Reception of Information by Members of Provincial Secondary School French Curriculum Committees . . . . .	66
XXXI. Stage Three: Relay of Information by Members of Provincial Secondary School French Curriculum Committees . . . . .	67
XXXII. Stage Three: Reception of Information by Publishers of Secondary School French Textbooks . . . . .	68



TABLE	PAGE
XXXIII. Stage Three: Relay of Information by Publishers of Secondary School French Textbooks . . . . .	69
XXXIV. Stage Three: Reception of Information by Provincial Curriculum Directors from Members of Provincial Secondary School French Curriculum Committees . . . . .	70
XXXV. Stage Three: Relay of Information by Provincial Curriculum Directors to Members of Provincial Secondary School French Curriculum Committees .	71
XXXVI. Stage Three: Reception of Information by Provincial Curriculum Directors from Publishers of Secondary School French Textbooks . . . . .	72
XXXVII. Stage Three: Relay of Information by Provincial Curriculum Directors to Publishers of Secondary School French Textbooks . . . . .	73
XXXVIII. Stage Three: Reception of Information by Members of Secondary School French Curriculum Committees from Provincial Curriculum Directors . . . . .	75
XXXIX. Stage Three: Relay of Information by Members of Provincial Secondary School French Curriculum Committees to Provincial Curriculum Directors .	76
XL. Stage Three: Reception of Information by Members of Provincial Secondary School French Curriculum Committees from Publishers of Secondary School French Textbooks . . . . .	77



TABLE		PAGE
XLI.	Stage Three: Relay of Information by Members of Provincial Secondary School French Curriculum Committees to Publishers of Secondary School French Textbooks . . . . .	78
XLII.	Stage Three: Reception of Information by Publishers of Secondary School French Textbooks by Provincial Curriculum Directors . .	79
XLIII.	Stage Three: Relay of Information by Publishers of Secondary School French Textbooks to Provincial Curriculum Directors . . . . .	80
XLIV.	Stage Three: Reception of Information by Publishers of Secondary School French Textbooks from Members of Provincial Secondary School French Curriculum Committees . . . . .	81
XLV.	Stage Three: Relay of Information by Publishers of Secondary School French Textbooks to Members of Provincial Secondary School French Curriculum Committees . . . . .	82
XLVI.	Summary of Stage One Information-Exchange . . . . .	83
XLVII.	Summary of Stage Two Information-Exchange . . . . .	84
XLVIII.	Summary of Stage Three Information-Exchange . . . . .	85
XLIX.	Steps taken in Secondary School French Textbook Selection by Provincial Curriculum Directors . .	87



TABLE	PAGE
L. Steps taken in Secondary School French Textbook Selection by Members of Provincial Secondary School French Curriculum Committees . . . . .	88
LI. Proposal by Provincial Curriculum Directors for Publication of Local Secondary School French Textbook Manuscripts . . . . .	89
LII. Proposal for Publication of Local Secondary School French Textbook Manuscripts by Members of Provincial Secondary School French Curriculum Committees . . . . .	89
LIII. Proposal for Development of Secondary School French Textbook Manuscripts by Publishers of Secondary School French Textbooks . . . . .	90
LIV. Proposal for Publication of Local Secondary School French Manuscripts by Provincial Curriculum Directors to Publishers of Secondary School French Textbooks . . . . .	91
LV. Proposal for Publication of Local Secondary School French Manuscripts by Provincial Curriculum Directors to Members of Provincial Secondary School French Curriculum Committees . . . . .	91
LVI. Proposal for Publication of Local Secondary School French Textbook Manuscripts by Members of Provincial Secondary School French Curriculum Committees to Provincial Curriculum Directors . .	92



TABLE	PAGE
LVII. Proposal by Members of Provincial Secondary School French Curriculum Committees to Publishers of Secondary School French Textbooks for Publication of Local Secondary School French Textbook Manuscripts . . . . .	93
LVIII. Proposal for Development of Secondary School French Textbook Manuscripts by Publishers of Secondary School French Textbooks to Provincial Curriculum Directors . . . . .	94
LIX. Proposal for Development of Secondary School French Textbook Manuscripts by Publishers of Secondary School French Textbooks to Members of Provincial Secondary School French Curriculum Committees . .	94



## CHAPTER I

### AIM

The aim of this study is to locate and describe the information-exchange channels in the selection of Secondary School French textbooks in 1967-1968 in Canada. These channels are those existing among provincial Curriculum Directors, members of provincial Secondary School French Curriculum Committees, and publishers of Secondary School French textbooks.

### INTRODUCTION

It would appear from study of the organization of Canadian provincial Curriculum Divisions that decisions made in Secondary School curriculum development depend upon information exchange between those who make the decisions and those who are affected by the decisions.

With some degree of frequency, information for the making of these decisions moves along a route or channel from a source, via media, to a destination. Whether or not the information enters a channel and is received at a destination, decisions must still be made ". . . in areas of uncertainty or ignorance using judgement informed by whatever evidence is available."<sup>1</sup> Morrell views

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<sup>1</sup>Derek Morrell, A Keynote Address delivered to the Ontario Association for Curriculum Development, Curriculum Development in a Decentralized Educational System, (Toronto: The Association, November, 1966), pp. 8-9.



curriculum decision-making as a process based on "uncertain" and "grossly incomplete" information. Decisions become hunches, ". . . informal, carefully formulated and subsequently evaluated--but still hunches."<sup>2</sup>

To increase the flow of information necessary for curriculum decision-making, Doll advocates determining what routes of information exist so that new ones may be opened up. He feels there is a need to know ". . . how ideas [can] move freely within . . . school systems and then move out into the educational world at large."<sup>3</sup> Also it should be known "how . . . countering ideas [can] be fed back to the sources of the original ideas to modify, correct, and improve them."<sup>4</sup> This study will attempt to propose improvement of information-exchange channels after first trying to discover how information does move through a curriculum decision-making process. By questioning those involved in making a curriculum decision, it is proposed that the information channels can be located and described.

Textbook selection is an example of a curriculum decision-making process which involves a decision based on information obtained and relayed through definable channels. Key persons for the exchange of information for the decision are those persons involved either in making the decision or in advising those making the

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<sup>2</sup>Ibid.

<sup>3</sup>Ronald C. Doll, Curriculum Improvement: Decision-Making and Process, (Boston: Allyn and Bacon, Inc., 1964), p. 232.

<sup>4</sup>Ibid.



decision. The decision or selection of a textbook may be divided into three stages at which information is obtained and relayed.

These stages are as follows:

1. Exchange of ideas leading to proposed development of a new or revised textbook
2. Examination of the existing new or revised textbooks available on the market, (the decision: selection of a Secondary School French textbook)
3. Exchange of ideas leading to proposed revision of new or revised textbook selection.

The area of concern in this study is the selection of Secondary School French textbooks made by the provincial Curriculum Directors and the members of the provincial Secondary School French Curriculum committees. Contributing to this decision are the publishers of Secondary School French textbooks, who have been selected as the major contributors of information.

Determining the direction and characteristics of information-channels among these three participants in the selection of Secondary School French textbooks provides data about the existing channels which may in turn lead to further research into their effective and efficient use.



## THEORETICAL BACKGROUND

### Decision-making in Curriculum Development

An organization may be viewed as a network of interdependent systems, facilitating flows of events or processes toward pre-determined objectives. One of the objectives of the educational organization is the development of a curriculum. This goal is achieved through a process of decision-making.

In Curriculum Building Procedures in Alberta, curriculum is defined as ". . . all the experiences that a learner has under the guidance of the school."<sup>5</sup> To shape such experiences is thus to become involved in decisions as to: (1) choice of general aims and specific objectives, (2) selection of learning experiences to attain these objectives and achieve content understandings, (3) the evaluation of what has been learned, and, (4) the degree of agreement between these understandings and the formulated objectives.<sup>6</sup> Though all of these decisions will presumably be made in the context of the overall development of the curriculum, the particular decision chosen for study here is the selection of curriculum materials.

Baird and Greenfield have noted that the formal authority

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<sup>5</sup>Curriculum Building Procedures in Alberta, a pamphlet prepared by the Alberta Department of Education, (Edmonton, Alberta; December, 1965), p. 1.

<sup>6</sup>Hilda Taba, Curriculum Development. Theory and Practice, (New York: Harcourt, Brace, and World, Inc., 1962), pp. 6-7.



and control over making of these selection decisions rests in the bureaucratically organized groups headed by ministers of education and elected governments, and in the general populace. This power is held by no one single group but is delegated to many interacting groups, each identifying its unique goals for educational policy with those of the society, each concerned with the use of resources in education.<sup>7</sup> The educational organization then is similar to any other social institution. It too delegates broad authority to smaller groups. Curriculum selection becomes a compromise of the contributions of many interacting groups who may sometimes impose conflicting goals.

As does every social institution, the educational organization makes decisions. Downey gives a general model of the educational decision-making process. He divides the process into several steps which include: (1) emergence of a decision-requiring situation, (2) perception of all alternative courses of action, (3) estimation of the probable consequences of each alternative, (4) selection of an alternative, and, (5) communication of decision and implementation of it.<sup>8</sup> Downey maintains that this process is not unique to education nor does it alter with change of decision or number of available

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<sup>7</sup>Barr Greenfield and Richard Baird, "The Politics of Education: Practice and Theory," The Canadian Administrator, Vol. 1, No. 7, (April, 1962), p. 33.

<sup>8</sup>Lorne W. Downey, "The Secondary School Principal," Preparation Programs for School Administrators, (eds.) D. J. Leu and H. C. Rudman, (East Lansing, Michigan: University of Michigan, 1963), pp. 126-127.



alternative courses of action. It remains merely a process through which goals are achieved.<sup>9</sup> This model may then be considered descriptive of the process by which curriculum materials are selected.

To this general model, Litchfield adds the factor of need for information on which to base each sub-decision or step. Briefly, his outline consists of the following: (1) definition of issues, (2) analysis of situation following assembly and statement of the facts, (3) calculation and delineation of alternative courses of action with their known and estimated consequences, (4) review of above in terms of an explicit statement of ordered values, and, (5) choice of course of action.<sup>10</sup> This model best fits the purposes of this study as it assigns communication an informative function at each step leading to the decision rather than a fact-dissemination function only occurring after the decision is made.<sup>11</sup>

### Communication

Communication and decision-making are often considered to be two unique processes, yet communication can be an element of

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<sup>9</sup>Ibid., p. 126.

<sup>10</sup>E. H. Litchfield, "Notes on a General Theory of Administration," Administrative Science Quarterly, Vol. I, (June, 1956), pp. 3-29.

<sup>11</sup>[For more detailed description of information exchange in decision-making, the reader may refer to : Daniel E. Griffiths, "Use of Models in Research," Educational Administration: Selected Readings, (eds.) W. G. Hack et al. (Boston: Allyn and Bacon, Inc., 1965), pp. 351-353.]



"paramount importance" in decision-making,<sup>12</sup> providing information necessary to make curriculum decisions. Campbell and Gregg remark that "in order that rational decisions can be made it is necessary to have at hand all possible information concerning alternatives and their possible consequences. Such information can be made available only through communication."<sup>13</sup>

Thayer notes that such informative communication occurs whenever ". . . we report, analyze, explain, describe, clarify, or ask or answer a question."<sup>14</sup> Information is considered to be ". . . the answer to a question which the receiver does not know and is aware of a need to know."<sup>15</sup> Information then, not mere facts, is necessary to: (1) determine what problems need investigation, (2) plan effectively, make satisfactory decisions, and determine beneficial courses of action, (3) co-ordinate activities within and among organizations to attain mutual goals [a vital function when physical distance separates the organizations], and, (4) measure performance to determine if co-ordinated activities intended to produce some specific goal or effect have achieved the desired outcome [such feedback taking the form of information].<sup>16</sup>

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<sup>12</sup>R. F. Campbell and R. T. Gregg, (eds.), *Administrative Behavior in Education*, (New York: Harper and Brothers, 1957), p. 294.

<sup>13</sup>Ibid.

<sup>14</sup>Leo O. Thayer, *Administrative Communication*, (Homewood, Illinois: R. D. Lewis, 1961). p. 140.

<sup>15</sup>Ibid.

<sup>16</sup>Ibid., p. 141



Scott gives even greater emphasis to the informative function of communication within decision-making. The success of a system, which is trying to make decisions depends upon: (1) the capacity of the system to supply information, (2) the range of available information in the system, (3) the operating rules governing the analysis and flow of information within the system, and, (4) the ability of the system to perceive new information leading to new solutions.<sup>17</sup>

The importance of information to the making of a curriculum decision is also evident in the following equation supplied by the National Education Association Centre for the Study of Instruction:  $\text{Decision} = \text{Data} + \text{Values} + \text{Reality}$ . While "reality" represents the actual situation, and "values," the expectations or ideas of the surrounding society, the "data" upon which the decision depends is the information contributed by the major resources.<sup>18</sup>

Schramm has defined communication as ". . . the process by which information is transmitted from a source to a destination."<sup>19</sup>

Shannon divides this process into the following combination of agents and events: (1) a communicator (speaker, sender, issuer) who,

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<sup>17</sup>W. G. Scott, "Organization Theory: An Overview and an Appraisal," Current Perspectives in Social Psychology, (eds.) E. P. Hollander and R. G. Hunt (2nd. ed.; New York: Oxford University Press, 1967), p. 546.

<sup>18</sup>O. Sand, "Education for Quantity," New Dynamics in Curriculum Development, (Ontario Curriculum Institute, November, 1964), p. 7.

<sup>19</sup>W. Schramm, "Educators and Communication Research," Educational Leadership, Vol. 13, No. 8, (May, 1956), p. 503.



(2) transmits (says, sends, issues) a, (3) message (visual, oral, or a combination) to a, (4) communicatee (addressee, respondent, audience) to obtain a, (5) response (reply, reaction).<sup>20</sup>

As Osgood and Sebeok point out, a separation of source and destination and of sender and receiver does not apply to human communication. "The individual human functions more or less simultaneously as a source and destination and as a transmitter and receiver of messages."<sup>21</sup> In fact, each individual may be conceived as a more or less "self-contained communicating system."<sup>22</sup> Distinctions between source and destination and sender and receiver are then relevant only in terms of the direction of the information-exchange.<sup>23</sup>

This study will consider information-exchange to be the operation of one single communication unit as when an individual receives information which he uses to inform only himself, or as the interaction of two or more communication units as when two or more individuals are involved in obtaining and relaying information to each other.

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<sup>20</sup>Claude E. Shannon and W. Weaver, The Mathematical Theory of Communication, (Urbana, Ill.: University of Illinois Press, 1949) as cited by Charles E. Osgood and Thomas A. Sebeok, "Communication and Psycholinguistics," Current Perspectives in Social Psychology, (eds.) E. P. Hollander and R. G. Hunt (2nd. ed.; New York: Oxford University Press, 1967), p. 198.

<sup>21</sup>Osgood and Sebeok, Ibid., p. 198.

<sup>22</sup>Ibid.

<sup>23</sup>Ibid., pp. 198-199.



Graphically, the operation of one communication unit or individual has been outlined by Osgood and Seboek as follows:

#### Communication Unit

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Input -- Receiver - Destination - Source - Transmitter -- Output

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Figure 1

Interaction of two communication units or of two individuals could be diagrammed as follows:<sup>24</sup>

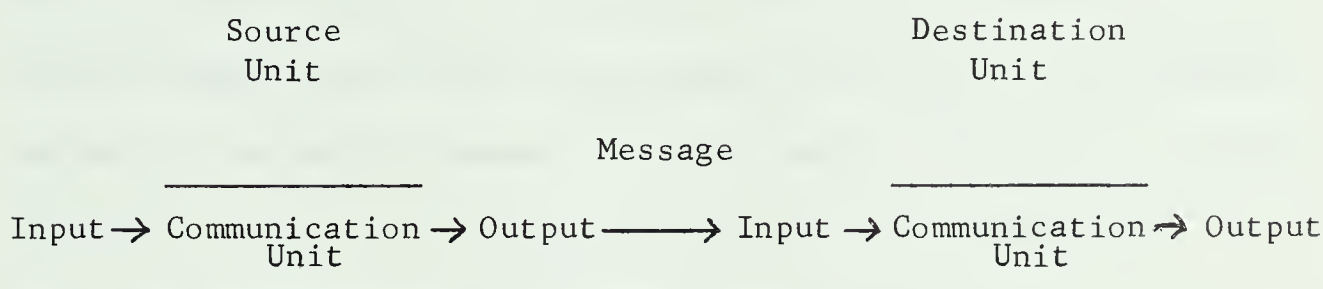


Figure 2

In the above diagrammed events, the message takes one of two basic formats possible in informative communication. These formats are referred to as media, the visual or oral means or devices by which information may be sent or received. Thayer defines visual communications such as written messages, as those ". . . received via the sense modality of sight."<sup>25</sup> Oral communications, such as

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<sup>24</sup> Ibid., pp. 199-200.

<sup>25</sup> Thayer, op. cit., pp. 250-251



spoken messages, are those ". . . received via the sense modality of hearing."<sup>26</sup>

Information sources involved in information-exchange in curriculum have been described in three possible ways by Lewis. He lists: (1) sources for identifying content, (2) sources for determining the structure or design of the curriculum, and (3) sources for decisions on curriculum.<sup>27</sup> The third type of source is used in this study. Sources then become the key nodes in the information flow involved in curriculum decision-making processes. These key nodes include here all those persons who occupy positions in the formal organization of the educational institution or publishing industry, responsible respectively for making curriculum selection decisions or for contributing information to the curriculum selection decision-makers.<sup>28</sup> The formal organization is then viewed here as the main means of decision-making in any organization.<sup>29</sup>

Through and among organizations, information, transmitted via

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<sup>26</sup> Ibid., p. 251.

<sup>27</sup> A. J. Lewis, "Foreword, What are the Sources of the Curriculum?: A Symposium," (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1962), p. v.

<sup>28</sup> [For more detailed discussion of the existence of the formal organization, the reader is referred to authors: Litchfield, Downey et al., and Barnard, as listed in the bibliography.]

<sup>29</sup> [The reader is referred to R. Dahl and L. Thayer for deeper treatment of the formal organization as the main means of decision-making.]



media, travels routes or channels.<sup>30</sup> Culbertson adds that channels are ". . . the structure of human relationships through which a message is transmitted."<sup>31</sup> He describes such channels in various ways. "In an organizational sense, there are upward, downward, and horizontal channels. Any of these channels may be formal or informal, relatively open or relatively closed."<sup>32</sup> Thayer refers to open-loop and closed-loop channels to describe one-way flow or two-way flow of information-exchange. Visual media frequently transmit the information through open-loop channels in which little or no feedback travels back to the communicator. Oral media are more commonly used to transmit information in closed-loop channels where the constant feedback from the communicatee to the communicator permits more rapid adjustment to the particular situation.<sup>33</sup>

The "channel" as used in this study has been termed "job-related" by Thayer who defines it as that ". . . utilized to exchange communication which has to do with the organization's objectives as they are intended to be attained through the performance of specific jobs [positions]."<sup>34</sup>

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<sup>30</sup> Thayer, op. cit., p. 251

<sup>31</sup> Jack Culbertson, "Recognizing Roadblocks in Communication Channels," Administrator's Notebook, Vol. 7, No. 7 (March, 1959), p. 1.

<sup>32</sup> Ibid.

<sup>33</sup> Thayer, op. cit., pp. 67-68.

<sup>34</sup> Ibid., p. 8.



Frequency of transmission of information through formal job-related channels depends upon the media chosen, the direction of the channel, and the jobs or positions involved in the information-exchange. Information then is transmitted with varying degrees of regularity.

It is possible to indicate the possible relationships which could occur in information-exchange among three participants in the making of a curriculum decision, such as selection of curriculum materials. Such an outline could be as follows:

Communicator position	Communicatee position	Media	Frequency
[three]	[three]	Non-verbal Direct Indirect	[specified degrees]
		Verbal Direct Indirect	

Figure 3

### Summary

Development of the curriculum involves the selection of learning materials. The decision-making process characteristic of such selection may be divided into a number of discrete steps, each dependent upon the communication of information necessary to achieve the final decision or selection. Such information is transmitted by a communicator or source to a communicatee or destination. It travels via media in a channel with varying degrees of frequency.



The communicator and the communicatee both occupy positions in the formal organization of the educational or publishing institution, respectively making and contributing information to curriculum selection decisions. The relationships between the communicator and the communicatee in such information-exchange can be outlined.

### Textbook Selection

As Herrick notes, instructional materials ". . . are receiving growing attention as significant elements in the instructional process."<sup>35</sup> He has defined the selection of education tools as ". . . one of the four possible process areas of curriculum development which are relatively common to all instructional fields and which would be important to consider in any curriculum approach."<sup>36</sup> Mackenzie listed learning materials as one of nine essential curriculum determinants relating content to method. Even as only one of nine determinants, ". . . materials alone may be an important means of influencing the curriculum. The mere provision of one book rather than another . . . is obviously significant. Many sources have sought to influence the curriculum and have done so at this level."<sup>37</sup>

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<sup>35</sup>Virgil E. Herrick, "Sources of Curriculum Development," What Are the Sources of the Curriculum?: A Symposium, (Washington D.C.: Association for Supervision and Curriculum Development, National Education Association, 1962), p. 72.

<sup>36</sup>Ibid., p. 65.

<sup>37</sup>G. Mackenzie, "Sources and Process in Curriculum Development," What are the Sources of the Curriculum?: A Symposium, (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1962), p. 79.



The textbook is most commonly agreed to be the most important single curriculum material. "Despite recent developments in multiple types of teaching-learning materials, both of a formal and informal variety, printed textbooks continue to be the core of instructional materials. . . ." <sup>38</sup> Doll too supports the idea of the continued importance of the textbook as the "chief teaching tool," and "number one curriculum material." <sup>39</sup>

The textbook and the teacher are often considered to be ". . . the two chief factors in formal education." <sup>40</sup> Watson assigns the textbook a rank, secondary only to the teacher, of "educating agent." <sup>41</sup> Mellott refers to the textbook as "an assistant teacher in print." <sup>42</sup> Alcorn and Linley class teacher and textbook, respectively, as the two resources, human and material, which determine attainment of the educational objectives of the curriculum. <sup>43</sup>

"Since textbooks do constitute such an important material resource in the curriculum, careful selection becomes vitally

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<sup>38</sup> M. D. Alcorn and J. M. Linley (eds.), Issues in Curriculum Development, (New York: World Book Co., 1959), p. 193.

<sup>39</sup> Doll, op. cit., pp. 214-216.

<sup>40</sup> Alcorn and Linley, op. cit., p. 193.

<sup>41</sup> S. A. Watson, "Needed Curriculum Changes," Canadian Education, Vol. 13, No. 4 (September, 1958), p. 33.

<sup>42</sup> M. E. Mellott, "What to Look for in Choosing a Textbook," NEA Journal, Vol. 44 (March, 1958), p. 159.

<sup>43</sup> Alcorn and Linley, op. cit.



important."<sup>44</sup> Mellott adds that careful textbook selection is one of the "top responsibilities" of an educator.<sup>45</sup>

In Canada, the responsibility for textbook selection has been legally granted to the province. In fact, provincial prescription of textbooks is among the distinguishing features of Canadian education, as Byrne has noted.<sup>46</sup> Its continuing importance is evident in the special legislation now being prepared by the Quebec legislature to provide ". . . guidelines concerning school textbook publications . . . [to] assure that 'control of school textbooks does not elude [the provincial Department of Education]. . . .'"<sup>47</sup>

The decision-making process applied earlier to the selection of learning materials in general, also applies specifically to the selection of textbooks. The decision-requiring situation becomes the necessity to choose a textbook for a particular subject field and level of instruction. Perception of all alternative courses of action will refer to the acquisition of information about all possible kinds of textbooks available in a particular subject field and designed for a particular level of instruction. Estimation of the probable consequences of each alternative means the consideration of

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<sup>44</sup> Ibid.

<sup>45</sup> Mellott, op. cit.

<sup>46</sup> T. C. Byrne, "The Role of the Province in Instructional Improvement," Canadian Education, Vol. 13, No. 4 (September, 1958), pp. 52-54.

<sup>47</sup> The Edmonton Journal, August 26, 1968, p. 3.



information from all possible sources about each textbook in the light of the situation in which the textbook is to be used. Selection of a textbook is then the choice or decisional outcome.

Recently, Doll has advanced the notion that all curriculum decisions, thus including selection of curriculum materials, have the following three stages: (1) identification of focus, (2) development of curriculum proposals, and, (3) implementation through practice.<sup>48</sup> These three stages offer three corresponding opportunities for the obtaining and relaying of information necessary to make a curriculum decision. In textbook selection, informative communication could then occur at the following times: (1) when proposals arise concerning the development of new or revised textbooks, (2) when knowledge about new or revised textbooks available on the market is disseminated, and, (3) when proposals arise concerning further revision of new or revised textbooks already in use.

Transmission of such information in textbook selection requires a communicator and a communicatee. In textbook selection, these would include: (1) occupants of formal positions in the provincial Department of Education, with the delegated legal authority to select textbooks; and (2) occupants of positions in other formal organizations, who contribute information necessary to

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<sup>48</sup>Doll, Ibid., p. 65.



the selection of textbooks. Each position-occupant transmits information to another position-occupant, either in his own organization or in another organization. The channels in the formal organizations of all position-occupants, through which information is transmitted, may be directed upward, downward, or horizontally.

Summary. Selection of learning materials is one of the major curriculum development processes. Choice of textbooks is the most important curriculum selection decision. Textbook selection is a decision-making process involving the transmission of information in formal channels via media with varying degrees of frequency between: (1) formal position-holders in the provincial Department of Education, with delegated legal authority to select textbooks, and, (2) position-holders of other formal organizations acting as contributors of information necessary to make textbook selections.

#### SELECTION OF SECONDARY SCHOOL FRENCH TEXTBOOKS

The number of available Secondary School French textbooks has increased greatly during the past six years. Between 1962 and 1968, ten new Secondary School French textbooks were developed. In the thirty-one years preceding 1962, only thirteen such textbooks were published.<sup>49</sup> It is possible that this rapid increase in rate of development creates an "information overload" for the provincial

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<sup>49</sup>Douglas W. Alden, (ed.), Materials List for Use by Teachers of Modern Foreign Languages, (New York, N.Y.: The Modern Language Association of America, 1962), pp. 15-23.



Curriculum Division, responsible for selection of Secondary School French textbooks. Far more information may be received than can be processed. Mackenzie notes generally that ". . . the flood of materials makes it almost impossible . . . to be adequately informed."<sup>50</sup> It is also possible that this "flood of materials" creates a situation in which the provincial Curriculum Division receives a small proportion of the total amount of information about Secondary School French textbooks. Attention directed to the decision-making process involved in selection of Secondary School French textbooks may determine how the information is actually obtained and relayed.

As in selection of curriculum materials in general, the process of selection of Secondary School French textbooks possesses identifiable steps. A province needing to obtain a Secondary School French textbook to meet its special requirements faces a situation involving a selection decision. Those who must participate in making the legal choice of a Secondary School French textbook attempt to determine all existing Secondary School French textbooks which are then available. After acquiring such information, they must then make an estimation of the relative ability of each textbook to meet their unique needs in Secondary School French instruction. The choice of textbook is made and later evaluated in the light of its satisfactory or unsatisfactory use in the province.

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<sup>50</sup>G. N. Mackenzie, "Assistant Superintendent - Instruction," Preparation Programs for School Administrators, (eds.) D. J. Leu and H. C. Rudman, (East Lansing, Michigan: University of Michigan, Seventh UCEA Career Development Seminar, 1963), p. 146.



Informative communication pervades the selection process and is especially evident at the three following stages: (1) when information is gathered and relayed about the kind of new or revised Secondary School French textbook required to meet the province's specific needs, (2) when information is disseminated about all existing new or revised Secondary School French textbooks on the market, and, (3) when feedback information is gathered and relayed about the merits of new or revised Secondary School French textbooks that have been chosen and now are in use in the province.

At these three stages in Secondary School French textbook selection, information is transmitted via media with varying degrees of frequency by communicators and communicatees occupying formal organizational positions.

#### Participation in the Selection Process

In the Curriculum Division of the provincial Department of Education, the provincial Curriculum Director and the members of the provincial Secondary School French Curriculum committee occupy formal positions with the delegated legal authority to select Secondary School French textbooks for the province. Necessarily, the occupants of these positions must enter into exchange of information about Secondary School French textbooks with the publishers of such textbooks. The publisher also occupies a formal position or office within the publishing company.

Though these three participants are all occupants of formal organizational positions and are all communicators and communicatees in



Secondary School French textbook selection, they do perform different functions.

While the provincial Curriculum Division officials together act in making legally binding textbook selections, the publisher does not. Byrne has noted that among Canadian traditions has been the granting of legal authority in public education to the province and the subsequent delegation of that authority to such agencies as the provincial curriculum committees, subordinate to a provincial Curriculum Director.<sup>51</sup> The provincial Curriculum Director is appointed by the Minister of Education and is legally responsible for the direction of the various provincial curriculum committees in their operation on all curriculum matters for the province. The Minister of Education or the provincial Curriculum Director appoints a Secondary School French Curriculum committee which is then, among other functions, responsible for Secondary School French textbook authorization and selection for the province. Such a committee is often composed of teachers, "balanced" in terms of age, experience and geographic location.<sup>52</sup>

Although the publisher of Secondary School French textbooks contributes to rather than makes binding selection decisions, he is a major participant in the process. Douglass includes the textbook

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<sup>51</sup>Byrne, op. cit., p. 55.

<sup>52</sup>J. S. Hrabí, "Structure for Curriculum Development at the Provincial Level in Alberta," Curriculum Development in Alberta, (Edmonton, Alberta: University of Alberta, Department of Secondary Education mimeographed paper in Education Curriculum and Instruction course 580, January, 1968), p. 3.



publisher in his list of individuals and groups, who ". . . determine what learning materials and activities shall constitute the curriculum."<sup>53</sup> Alexander considers the textbook publisher to be a powerful influence in selection of curriculum materials, acting to promote or inhibit change.<sup>54</sup> Grambs also assigns a major role to the textbook publisher in the selection of textbooks.<sup>55</sup> It is assumed in this study that the part played in the selection of Secondary School French textbooks by the publisher is also one of major importance.

Although the ". . . textbook publishers . . . have long been recognized as powerful sources for curriculum change,"<sup>56</sup> the scope of that role is not known. As Doll notes, "the literature of curriculum improvement contains ascriptions of role to certain categories of curriculum improvers, but tells almost nothing about the roles being assumed by . . . the textbook publisher."<sup>57</sup> Specifically, the amount and kind of information-exchange between the provincial Curriculum Division and the publisher of Secondary School French textbooks have not yet been fully outlined.

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<sup>53</sup>H. R. Douglass, "Official and Other Agencies Influencing the Curriculum," The High School Curriculum, (New York: Ronald Press, 1964), p. 137.

<sup>54</sup>W. M. Alexander, The Changing Secondary School Curriculum, (New York: Holt, Rinehart, and Winston, 1967), pp. 440-442.

<sup>55</sup>D. Grambs, Schools, Scholars, and Society, (New Jersey: Prentice-Hall, Inc., 1965), pp. 1-53.

<sup>56</sup>Mackenzie, op. cit., p. 72.

<sup>57</sup>Doll, op. cit., p. 210.



Summary

There has been a rapid increase in the number of available Secondary School French textbooks from which a province must choose. Focus on the information-exchange involved in the decision-making process of Secondary School French textbook selection may be a partial factor in determining the amount and kind of interaction among the three major participants. The part in this information-exchange played by the provincial Curriculum Director and the members of the Secondary School French Curriculum committee is not legally assigned. The specific part played by the publisher in provincial textbook selection has not been given formal ascription by the formal organization of the publishing company. Regarding all three participants supposedly involved in exchange of information in the selection process, there is no literature presently available to indicate how and with what degree of frequency they do communicate with each other.



## CHAPTER II

### INSTRUMENTATION AND PROCEDURE

#### Illustration of Concepts

As has been suggested in Chapter I, an example of a process by which curriculum materials selections are made is the selection of Secondary School French textbooks. This particular decision-making process may serve as a focal point at which information-exchange patterns can be isolated for study. These patterns may be assumed to occur at the following three stages in the selection of Secondary School French textbooks: (1) when ideas for the development of new or revised Secondary School French textbooks are being proposed, (2) when information about new or revised Secondary School French textbooks available on the market is being circulated, and (3) when ideas arise for the proposed revision of new or revised Secondary School French textbooks already in use.

Information-exchange concerning the selection of Secondary School French textbooks at these three stages is transmitted by communicators and communicatees. In this particular selection decision, the three following participants could perform both functions: (1) the provincial Curriculum Director, (2) the members of the provincial Secondary School French Curriculum committee, and, (3) the publisher of Secondary School French textbooks. The first two choices are illustrations of those position-occupants with the delegated legal authority to select Secondary School French textbooks; the third choice represents



the position-occupant who contributes information to the making of that selection decision.

These participants transmit information necessary to the selection of Secondary School French textbooks via media. The media, as in any information-exchange, will be either non-verbal (visual) or verbal (oral). Either of these two categories includes an indirect and a direct form of the media. In the example chosen here, Secondary School French textbook selection, these four types of media are possible. Non-verbal indirect media would include: questionnaires; letters; newsletters; telegrams; reports; brochures; catalogues; book-lists; curriculum bulletins; manuals accompanying textbooks; and, reviews, advertisements, and articles in professional journals. Examples of non-verbal direct media would be personal observation and personal experience of the participant in his own province or in other provinces. The telephone call would be an example of verbal indirect media. Media categorized as verbal and direct include: speeches, informal talks, interviews, conferences sponsored by publishers, professional conferences, visits by representatives of publishers, and personal visits by the participant to his own or to other provinces.

The frequency of information-exchange among these participants may be divided into various arbitrary time divisions. Unless specifically stated time intervals or boundaries are required, a simple division--using the categories, 'never,' 'seldom,' 'occasionally,' 'frequently,' and 'always'--will serve to give a general indication of the degree of regularity of contact. While the extreme categories of 'never' and



'always' will measure the existence, if any, of information-exchange, a more useful grouping of these divisions is possible. Those categories which imply little if any regularity of use, such as 'never,' 'seldom,' and 'occasionally,' may be classed as one group. A second group implying a more constant use in contrast to an erratic use would be formed by the categories 'frequently' and 'always.'

### Design of the Instrument

In this study, the specific examples discussed in the previous pages were incorporated into a written questionnaire consisting of three parallel forms, one for each of the three selected participants.

Form A<sup>1</sup> of the written questionnaire was designed for a population sample of the ten provincial Curriculum Directors (in 1967-1968) of the ten Canadian provinces. The members of the ten provincial Secondary School French Curriculum committees were to be questioned by Form B.<sup>2</sup> Form C questioned the third participant in Secondary School French textbook selection, the publishers of Secondary School French textbooks, sixteen of whom were listed in the ten provincial Secondary School French Curriculum Guides of 1967-1968.

The majority of the thirty-two items in each of the three forms, dealt specifically with the three stages involved in the selection

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<sup>1</sup> Refer to the Appendix for Forms A, B and C of the questionnaire.

<sup>2</sup> The total number of members in the ten provincial Secondary School French Curriculum committees could not be given since some provinces preferred to retain anonymity of exact membership. In such cases, the author dealt through the office of the provincial Director of Curriculum.



of Secondary School French textbooks. General reference was made to the first stage when information-exchange occurs about proposals for the development of new or revised Secondary School French textbooks in items fifteen and twenty-nine. Items one, six, seven, ten, eleven, and twenty-four made more specific reference to this first stage, being concerned only with the communication between the three selected participants. Information-exchange about the second stage, that is, about the new or revised Secondary School French textbooks available on the market, was represented generally by item thirty-one, and specifically, by items five, nine, and nineteen. Stage three, or the information-exchange occurring when revisions of new or revised Secondary School French textbooks are proposed, was referred to generally in items eight and thirteen, and specifically in items three, twelve, twenty, twenty-three, twenty-five, and twenty-seven.

Items sixteen and twenty-two, referring to stage one, indicated the degree the participant contacted the other two selected participants as well as other possible participants in this stage of the selection. Item twenty-one reflected stage two in this way as did twenty-six and thirty representing stage three. In these five items, only position-to-position interaction was measured.

Local development of Secondary School French textbooks formed the content of items one, two, four, fourteen, eighteen, and twenty-eight in all three forms. Form C contained an additional item, number seventeen, with this same reference.

Item seventeen on Forms A and B determined the actual steps taken by the two participants in the selection process.



The final item on all three forms provided a space in which the participants were invited to comment on the adequacy of present information-exchange in Secondary School French textbook selection and to include any suggestions for more effective or efficient information-exchange. Form C included a second comment space for information regarding the way in which publishers of Secondary School French textbooks make up their mailing lists.

Excepting items four, sixteen, seventeen, twenty-one, twenty-two, twenty-six, thirty, and the comment spaces, all items consisted of a question followed directly beneath by two columns. The column to the left contained a list of various media; the column to the right a list of numbers from one to five inclusive. The numbers one through five corresponded, respectively, to the time categories of 'never,' 'seldom,' 'occasionally,' 'frequently,' and 'always.' Each respondent was asked to circle the numbers indicating the frequency of use of the media to the left. The arrangement of the columns was identical in each item present on all three forms. Yet within each form, the columns of media were ordered differently in each successive item to avoid leading a respondent to repetition of choice of media-frequency in different items. In a similar manner, all items representing one of the three stages of information-exchange in Secondary School French textbook selection, were also presented out of order to encourage independent items for each item in the group.

Before the three forms of the written questionnaire were mailed to the selected population sample, a first draft was sent, for review



and comment, to the following persons: (1) two former members of provincial Secondary School French Curriculum committees, (2) one professor of Educational Administration, (3) two professors of Secondary School Education with special reference to Secondary School French instruction, and, (4) four professors of Secondary School Education. The suggestions received from these sources were incorporated into the final draft of the questionnaire.

#### TREATMENT OF THE DATA

Of the population sample sent the three forms of the questionnaire, fifty-eight replies were received. Of the ten forms sent to provincial Curriculum Directors, eight were completed. At the time of the survey, one of the ten positions of provincial Curriculum Director was vacant, making one reply unavailable. One province out of ten declined to complete and send back a form.

Thirty-four Form B Questionnaires were received from members of Secondary School French Curriculum committees. Of the thirty-four, five of the returned forms were left blank. Letters accompanying the unanswered forms indicated that these particular participants, in their opinions, had no directly measurable contact with the other two participants.

Of the publishers contacted, all replied. Five of the sixteen stated that they did not publish Secondary School French textbooks. The remaining eleven publishers completed and returned eleven Form C questionnaires.



Upon examination of the returned and completed forms of the questionnaire, items representing choice of position-occupants whom the respondent contacted at some stage in the selection of Secondary School French textbooks, were omitted from the statement of results. In several items, the respondent was not given the full list of position-occupants from which to choose. For example, in items four, sixteen, twenty-one, twenty-two, twenty-six, and thirty, the Head of a provincial Secondary School French Curriculum committee was not given the opportunity to choose the alternative of "member(s) of provincial Secondary School French Curriculum committee." Item four omitted a second alternative, the "representative(s) of publisher(s)." For this reason, the answers of the selected respondents could not be compared for these items.

Two of these items were also omitted from the results due to presence of both sources and media in the lists of alternatives given. In items twenty-one and twenty-two, the following alternatives were included in the lists of sources when they had previously been categorized as media: (1) professional conferences, (2) conferences sponsored by publishers, (3) personal observation and personal experience in the respondent's own province or in other provinces, and, (4) reviews, advertisements, and articles in professional journals.

Interest in this study was, in the case of the members of Secondary School French Curriculum committees, directed to the action of the members within the committee as a whole. For this reason, the information gathered from Heads of Secondary School French Curriculum committees was



coupled with that supplied by the rest of the members of the same committees. The other two participants, the provincial Curriculum Director and the publishers of Secondary School French textbooks, were given the opportunity to indicate contact with either the Head of a provincial Secondary School French Curriculum committee or the rest of its members. As there was the possibility that one or the other would be involved in contact, Form B contained items designed for both. The information obtained was then treated as being from one source, the members of the provincial Secondary School French Curriculum committee.

Due to the limited population sample questioned by the three forms of the questionnaire, the resulting data was charted only by simple number count for each of the five frequency categories. The figures then are calculated as simple proportions. Significant counts were those in which half of the respondents plus one supported the choice of media or procedures. Because items contained differing lists of media, both in the number of alternatives given, and in the kind of alternatives given, each item was charted separately.



## CHAPTER III

### STATEMENT AND INTERPRETATION OF DATA

#### THREE STAGES OF INFORMATION-EXCHANGE IN SECONDARY SCHOOL FRENCH TEXTBOOK SELECTION

##### Stage One Information-Exchange

Stage one refers to the information-exchange leading to proposed development of Secondary School French textbooks. General communicative behaviour of the three selected participants at this stage was indicated by the response to six items. These items were designed to ask each of the three participants to choose the media, with corresponding degrees of frequency of use, which they used in stage one information-exchange with any participant in Secondary School French textbook selection.

In Table I is indicated the lack of any particular means or devices being used regularly by provincial Curriculum Directors to obtain such information. Only letters and interviews are used by at least half of the respondents. Nor does Table II reveal any particular choice of media by provincial Curriculum Directors to relay stage one information.

Generally, members of provincial Secondary School French Curriculum committees share the same behaviour at stage one as outlined for provincial Curriculum Directors. As Tables III and IV indicate, no frequently used media choices are evident in either the reception of or relay of stage one information.



TABLE I  
STAGE ONE: RECEPTION OF INFORMATION BY  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 8	
	Frequency of Use NSO <sup>1</sup>	FA <sup>1</sup>
Telegrams	8	0
Visits to own province	5	3
Questionnaires	5	3
Speeches and/or informal talks	8	0
Telephone calls	6	2
Reports	8	0
Newsletters	8	0
Letters	4	4
Interviews	4	4
Visits to other province(s)	8	0
Articles in professional journals	8	0
Reviews in professional journals	8	0
Professional conferences sponsored/attended	8	0
Other (regular curriculum committee meetings)	0	2

<sup>1</sup>The abbreviations: NSO, and FA, will stand for the categories, never / seldom / often, and frequently / always. All of the tables contained in this study will use these abbreviations.

Table I contains the data obtained from Item 29 of Form A of the questionnaire.



TABLE II  
STAGE ONE: RELAY OF INFORMATION BY  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 8	
	Frequency of Use NSO	FA
Curriculum bulletins	4	1
Telephone calls	4	1
Reports	4	1
Newsletters	4	1
Speeches and/or informal talks	4	1
Interviews	3	2
Articles in professional journals	4	1
Telegrams	5	0
Letters	4	1
Professional conferences sponsored/attended	5	0

Table II contains the data from Item 15 of Form A of the questionnaire. Three respondents marked the item as being not applicable.



TABLE III  
STAGE ONE: RECEPTION OF INFORMATION BY  
MEMBERS OF PROVINCIAL SECONDARY SCHOOL  
FRENCH CURRICULUM COMMITTEES

Medium	N = 29	
	Frequency of Use NSO	FA
Telegrams	27	0
Visits to own province	22	5
Questionnaires	23	4
Speeches and/or informal talks	23	4
Telephone calls	26	1
Reports	25	2
Newsletters	27	0
Letters	19	8
Interviews	20	7
Visits to other province(s)	22	5
Articles in professional journals	26	1
Reviews in professional journals	26	1
Professional conferences sponsored/attended	17	10

Table III contains the data obtained from Item 29 of Form B of the questionnaire. Two respondents marked the item as being not applicable.



TABLE IV

STAGE ONE: RELAY OF INFORMATION BY MEMBERS  
OF PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 29	
	Frequency of Use NSO	FA
Curriculum bulletins	26	2
Telephone calls	28	0
Reports	26	2
Speeches and/or informal talks	19	9
Interviews	21	7
Articles in professional journals	27	1
Telegrams	28	0
Letters	21	7
Professional conferences sponsored/attended	19	9
Newsletters	25	3
Other (regular curriculum committee meetings)	0	3

Table IV contains the data obtained from Item 15 of Form B of the questionnaire. One respondent marked the item as being not applicable.



In contrast, publishers of Secondary School French textbooks report use of three media consistently to obtain stage one information from any participant in Secondary School French textbook selection. Table V gives these media as: (1) interviews, (2) visits of publishers' representatives, and (3) letters. Almost the same situation is revealed by examination of Table VI. Here, the relay of stage one information by publishers of Secondary School French textbooks is characterized by the use of visits of publishers' representatives and interviews, equally often, with letters following closely behind in order of frequency of use.

In stage one information-exchange specifically related to the reception and relay of stage one information by provincial Curriculum Directors communicating with members of provincial Secondary School French Curriculum committees, no media appear in Tables VII and VIII as regular choices by provincial Curriculum Directors. However, when provincial Curriculum Directors communicate with publishers of Secondary School French textbooks, two media appear in both the reception and relay of stage one information. Both Tables IX and X show the two commonly used media to be letters and interviews.

As Tables XI and XII indicate, the members of provincial Secondary School French Curriculum committees again use none of the media given as alternative choices to either receive stage one information from or to relay it to provincial Curriculum Directors. As seen in Tables XIII and XIV, stage one information reception from and relay to publishers of Secondary School French textbooks by members of Secondary



TABLE V  
STAGE ONE: RECEPTION OF INFORMATION BY  
PUBLISHERS OF SECONDARY SCHOOL  
FRENCH TEXTBOOKS

Medium	N = 11	
	Frequency of Use NSO	FA
Telegrams	8	0
Visits by representative(s)	1	7
Questionnaires	6	2
Speeches and/or informal talks	7	1
Telephone calls	7	1
Informal teacher reports	7	1
Newsletters	7	1
Letters	3	5
Interviews	0	8
Articles in professional journals	6	2
Reviews in professional journals	6	2
Professional conferences attended	6	2
Conferences sponsored	8	0

Table V contains the data obtained from Item 29 of Form C of the questionnaire. Three respondents marked the item as being not applicable.



TABLE VI  
STAGE ONE: RELAY OF INFORMATION BY PUBLISHERS  
OF SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 11	
	Frequency of NSO	Use FA
Brochures	4	2
Telephone calls	5	1
Visits by representative(s)	0	6
Newsletters	5	1
Speeches and/or informal talks	5	1
Conferences sponsored	6	0
Interviews	0	6
Articles in professional journals	6	0
Telegrams	6	0
Letters	2	4
Professional conferences attended	5	1

Table VI contains the data obtained from Item 15 of Form C of the questionnaire. Five respondents marked the item as being not applicable.



TABLE VII

STAGE ONE: RECEPTION OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS FROM MEMBERS OF  
PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 16	
	Frequency of Use NSO	FA
Questionnaires	12	4
Letters	12	4
Telegrams	16	0
Reports	15	1
Telephone calls	13	3
Speeches and/or informal talks	16	0
Interviews	10	6
Professional conferences sponsored/attended	14	2
Other (regular curriculum committee meetings)	0	8

Table VII contains the data obtained from Items 6 and 10 of  
Form A of the questionnaire.



TABLE VIII

STAGE ONE: RELAY OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS TO MEMBERS OF  
PROVINCIAL SECONDARY SCHOOL  
FRENCH CURRICULUM  
COMMITTEES

Medium	N = 16	
	Frequency of NSO	Use FA
Letters	12	4
Newsletters	15	1
Telegrams	16	0
Reports	15	1
Articles in professional journals	16	0
Curriculum bulletins	15	1
Telephone calls	15	1
Speeches and/or informal talks	16	0
Interviews	13	3
Professional conferences sponsored/attended	13	3

Table VIII contains the data obtained from Items 7 and 24 of  
Form A of the questionnaire.



TABLE IX

STAGE ONE: RECEPTION OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS FROM PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 8	
	Frequency of Use NSO	FA
Speeches and/or informal talks	5	3
Telephone calls	7	1
Questionnaires	8	0
Letters	2	6
Interviews	2	6
Telegrams	8	0
Professional conferences sponsored/attended	8	0
Reports	8	0

Table IX contains the data obtained from Item 1 of Form A of  
the questionnaire.



TABLE X

STAGE ONE: RELAY OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS TO PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 8	
	Frequency of Use NSO	FA
Telephone calls	6	1
Telegrams	7	0
Reports	7	0
Curriculum bulletins	7	0
Articles in professional journals	7	0
Newsletters	7	0
Professional conferences sponsored/attended	7	0
Speeches and/or informal talks	6	1
Letters	1	6
Interviews	1	6

Table X contains the data obtained from Item 11 of Form A of the questionnaire. One respondent marked the item as being not applicable.



TABLE XI

STAGE ONE: RECEPTION OF INFORMATION BY MEMBERS OF  
 PROVINCIAL SECONDARY SCHOOL FRENCH CURRICULUM  
 COMMITTEES FROM PROVINCIAL  
 CURRICULUM DIRECTORS

Medium	N = 29	
	Frequency of Use NSO	FA
Questionnaires	28	1
Interviews	22	7
Reports	28	1
Speeches and/or informal talks	23	6
Professional conferences sponsored/attended	21	8
Letters	22	7
Telephone calls	22	7
Other (regular curriculum committee meetings)	1	2

Table XI contains the data obtained from Item 10 of Form B of the questionnaire.



TABLE XII

STAGE ONE: RELAY OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES  
TO PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 29	
	Frequency of Use NSO	FA
Letters	23	6
Interviews	24	5
Speeches and/or informal talks	22	7
Newsletters	28	1
Curriculum bulletins	27	2
Professional conferences sponsored/attended	23	6
Reports	25	4
Telephone calls	27	2
Articles in professional journals	29	0
Telegrams	29	0

Table XII contains the data contained in Item 7 of Form B of the questionnaire.



TABLE XIII

STAGE ONE: RECEPTION OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES FROM  
PUBLISHERS OF SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 29	
	Frequency of NSO	Use FA
Speeches and/or informal talks	28	1
Telephone calls	27	2
Questionnaires	27	2
Letters	15	14
Interviews	22	7
Telegrams	29	0
Professional conferences sponsored/attended	23	6
Reports	26	3
Other (presentation copies of textbooks)	0	1

Table XIII contains the data obtained from Item 11 of Form B  
of the questionnaire.



TABLE XIV

STAGE ONE: RELAY OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES TO  
PUBLISHERS OF SECONDARY SCHOOL  
FRENCH TEXTBOOKS

Medium	N = 29	
	Frequency of NSO	Use FA
Telephone calls	28	1
Telegrams	28	1
Reports	28	1
Curriculum bulletins	27	2
Articles in professional journals	29	0
Newsletters	29	0
Professional conferences sponsored/attended	24	5
Speeches and/or informal talks	21	8
Letters	19	10
Interviews	20	9
Other (workshops between curriculum committees and publishers)	0	1

Table XIV contains the data obtained from Item 1 of Form B of  
the questionnaire.



School French Curriculum committees reveals consistent use of none of the media listed.

In receiving information from provincial Curriculum Directors, publishers of Secondary School French textbooks report use of visits of publishers' representatives, interviews and letters as indicated in Table XV. Table XVI, illustrating the relay of stage one information by publishers of Secondary School French textbooks to provincial Curriculum Directors, shows equal use of visits of publishers' representatives and interviews, followed by letters. Reception of stage one information by publishers of Secondary School French textbooks from members of Secondary School French Curriculum committees also shows, as seen in Table XVII, the use of interviews and visits of publishers' representatives, in that order of use. In Table XVIII, the reverse of that order of media, that is, visits of publishers' representatives preceding interviews, appears as the pattern for the relaying of stage one information by publishers of Secondary School French textbooks to members of Secondary School French Curriculum committees.

#### Stage Two Information-Exchange

In general, provincial Curriculum Directors report, as seen in Table XIX, the use of visits of publishers' representatives and interviews to receive information about new or revised Secondary School French textbooks currently available on the market. Table XX shows no media of consistent use by members of Secondary School French Curriculum committees to be associated with the reception of stage two information.



TABLE XV

STAGE ONE: RECEPTION OF INFORMATION BY PUBLISHERS  
OF SECONDARY SCHOOL FRENCH TEXTBOOKS FROM  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 11	
	Frequency of Use NSO	FA
Speeches and/or informal talks	9	2
Telephone calls	11	0
Questionnaires	11	0
Letters	7	4
Interviews	4	7
Telegrams	11	0
Professional conferences attended	11	0
Visits by representative(s)	2	9
Conferences sponsored	11	0
Other (presentation copies of textbooks)	0	1

Table XV contains the data obtained from Item 1 of Form C of the questionnaire.



TABLE XVI

STAGE ONE: RELAY OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS TO  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 11	
	Frequency of Use NSO	FA
Telephone calls	7	0
Telegrams	7	0
Visits by representative(s)	1	6
Brochures	4	3
Articles in professional journals	7	0
Newsletters	6	1
Professional conferences attended	7	0
Speeches and/or informal talks	7	0
Conferences sponsored	7	0
Letters	3	4
Interviews	1	6

Table XVI contains the data obtained from Item 11 of Form C of the questionnaire. Four respondents marked the item as being not applicable.



TABLE XVII

STAGE ONE: RECEPTION OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS FROM MEMBERS  
OF PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 22	
	Frequency of Use NSO	FA
Letters	9	6
Interviews	3	12
Speeches and/or informal talks	15	0
Conferences sponsored	15	0
Newsletters	15	0
Professional conferences attended	13	2
Visits by representative(s)	3	12
Telephone calls	12	3
Articles in professional journals	14	1
Telegrams	15	0
Brochures	13	2

Table XVII contains the data obtained from Items 7 and 24 of Form C of the questionnaire. Three respondents marked Item 7 as being not applicable, four marked Item 24 in the same manner.



TABLE XVIII

STAGE ONE: RELAY OF INFORMATION BY PUBLISHERS OF SECONDARY  
SCHOOL FRENCH TEXTBOOKS TO MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 22	
	Frequency of NSO	Use FA
Professional conferences attended	13	4
Letters	10	7
Telephone calls	15	2
Interviews	5	12
Questionnaires	17	0
Visits by representative(s)	2	15
Speeches and/or informal talks	17	0
Conferences sponsored	17	0
Telegrams	17	0
Other (presentation copies of textbooks)	0	1

Table XVIII contains the data obtained from Items 6 and 10 of Form C of the questionnaire. One respondent marked Item 6 as being not applicable, two marked item 10 in the same manner.



TABLE XIX  
STAGE TWO: RECEPTION OF INFORMATION BY  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 8	
	Frequency of Use NSO	FA
Catalogues	7	1
Professional conferences you sponsor/attend	7	1
Newsletters	8	0
Telegrams	8	0
Interviews	3	5
Visits to other provinces	8	0
Conferences publisher(s) sponsor	8	0
Telephone calls	7	1
Curriculum bulletins	7	1
Brochures	5	3
Articles in professional journals	7	1
Reviews in professional journals	7	1
Advertisements in professional journals	7	1
Visits by representative(s) of publisher(s)	1	7

Table XIX contains the data obtained from Item 31 of Form A of the questionnaire.



TABLE XX

STAGE TWO: RECEPTION OF INFORMATION BY MEMBERS OF  
PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 29	
	Frequency of Use NSO	FA
Catalogues	15	10
Professional conferences sponsored/attended	14	11
Newsletters	20	5
Telegrams	24	1
Interviews	21	4
Visits to other province(s)	22	3
Conferences sponsored by publisher(s)	20	5
Telephone calls	22	3
Curriculum bulletins	19	6
Brochures	18	7
Articles in professional journals	17	8
Reviews in professional journals	17	8
Advertisements in professional journals	20	5
Letters	16	9
Visits by representative(s) of publisher(s)	15	10

Table XX contains the data obtained from Item 31 of Form B of the questionnaire. Four respondents marked Item 31 as being not applicable.



Publishers of Secondary School French textbooks indicated, as in Table XXI, the unanimous choice of interviews and visits of publishers' representatives as the media characteristic of stage two information-exchange. Three further choices, indicated by most of the respondents, were letters, brochures, and catalogues and/or booklists.

In specific reference to the reception of stage two information by provincial Curriculum Directors from members of provincial Secondary School French Curriculum committees, as given in Table XXII, two media, letters and interviews, were commonly chosen. Stage two information received by provincial Curriculum Directors from publishers of Secondary School French textbooks was reported to be most often carried via visits of publishers' representatives and letters, as given in Table XXIII.

In Tables XXIV and XXV, members of provincial Secondary School French Curriculum committees chose no medium of those given, as being characteristic of the reception of stage two information from either provincial Curriculum Directors or publishers of Secondary School French textbooks.

As indicated in Table XXVI, publishers of Secondary School French textbooks report regular use of visits of publishers' representatives and letters in communicating stage two information to provincial Curriculum Directors. Interviews, letters, and brochures comprise the media, as listed in Table XXVII, commonly chosen for dissemination of stage two information to members of provincial Secondary School French Curriculum committees by publishers of Secondary School French textbooks.



TABLE XXI

STAGE TWO: DISSEMINATION OF INFORMATION BY PUBLISHERS  
OF SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 11	
	Frequency of NSO	Use FA
Catalogues	3	5
Professional conferences attended	4	4
Newsletters	5	3
Telegrams	7	1
Interviews	0	8
Visits by representative(s)	0	8
Conferences sponsored	7	1
Telephone calls	6	2
Letters	3	5
Brochures	3	5
Articles in professional journals	8	0
Reviews in professional journals	7	1
Advertisements in professional journals	5	3
Other (presentation copies of textbooks)	0	2

Table XXI contains the data obtained from Item 31 of Form C of the questionnaire. Three respondents marked the item as being not applicable.



TABLE XXII

STAGE TWO: RECEPTION OF INFORMATION BY PROVINCIAL CURRICULUM  
DIRECTORS FROM MEMBERS OF PROVINCIAL SECONDARY SCHOOL  
FRENCH CURRICULUM COMMITTEES

Medium	N = 16	
	Frequency of Use NSO	FA
Interviews	8	8
Telegrams	16	0
Reviews in professional journals	16	0
Newsletters	16	0
Telephone calls	13	3
Professional conferences sponsored/attended	14	2
Letters	7	9
Catalogues and/or booklists	15	1
Articles in professional journals	16	0
Brochures	16	0
Curriculum bulletins	15	1
Other (regular curriculum committee meetings)	0	6

Table XXII contains the data obtained from Items 5 and 19 of  
Form A of the questionnaire.



TABLE XXIII

STAGE TWO: RECEPTION OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS FROM PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 8	
	Frequency of Use NSO	FA
Letters	1	7
Professional conferences sponsored/attended	7	1
Articles in professional journals	6	2
Visits by representative(s) of publisher(s)	0	8
Conferences sponsored by publisher(s)	7	0
Advertisements in professional journals	6	2
Brochures	6	2
Telegrams	8	0
Reviews in professional journals	6	2
Telephone calls	7	1
Catalogues and/or booklists	7	1

Table 23 contains the data obtained from Item 9 of Form A of the questionnaire.



TABLE XXIV

STAGE TWO: RECEPTION OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES  
FROM PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 29	
	Frequency of Use NSO	Use FA
Newsletters	24	5
Brochures	24	5
Professional conferences sponsored/attended	21	8
Curriculum bulletins	24	5
Articles in professional journals	27	2
Telegrams	29	0
Catalogues and/or booklists	23	6
Reviews in professional journals	24	5
Interviews	23	6
Telephone calls	27	2
Letters	19	10
Other (regular curriculum committee meetings)	1	2
(presentation copies of textbooks)	0	1

Table XXIV contains the data obtained from Item 19 of Form B  
of the questionnaire.



TABLE XXV

STAGE TWO: RECEPTION OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES  
FROM PUBLISHERS OF SECONDARY SCHOOL  
FRENCH TEXTBOOKS

Medium	N = 29	
	Frequency of Use NSO	FA
Letters	19	10
Professional conferences sponsored/attended	24	5
Articles in professional journals	20	9
Visits of representative(s)	15	14
Conferences sponsored by publisher(s)	27	2
Advertisements in professional journals	25	4
Brochures	19	10
Telegrams	29	0
Reviews in professional journals	20	9
Telephone calls	28	1
Catalogues and/or booklists	18	11
Other (presentation copies of textbooks)	1	2

Table XXV contains the data obtained from Item 9 of Form B of the questionnaire.



TABLE XXVI

STAGE TWO: DISSEMINATION OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS TO  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 11	
	Frequency of Use NSO	FA
Letters	2	8
Professional conferences attended	9	1
Articles in professional journals	10	0
Visits by representative(s)	0	10
Conferences sponsored	10	0
Advertisements in professional journals	8	2
Brochures	6	4
Telegrams	10	0
Reviews in professional journals	9	1
Telephone Calls	9	1
Catalogues and/or booklists	7	3
Other (presentation copies of textbooks)	0	2

Table XXVI contains the data obtained from Item 9 of Form C of the questionnaire. One respondent marked the item as being not applicable.



TABLE XXVII

STAGE TWO: DISSEMINATION OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS TO MEMBERS OF  
PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 22	
	Frequency of NSO	Use FA
Interviews	3	17
Telegrams	20	0
Reviews in professional journals	15	5
Newsletters	16	4
Telephone calls	18	2
Professional conferences attended	16	4
Letters	5	15
Catalogues and/or booklists	15	5
Articles in professional journals	19	1
Brochures	9	11
Conferences sponsored	20	0
Advertisements in professional journals	15	5
Other (presentation copies of textbooks)	0	1

Table XXVII contains the data obtained from Items 5 and 19 of Form C of the questionnaire. One respondent marked Item 5 as being not applicable; one marked Item 19 in the same manner.



### Stage Three Information-Exchange

Stage three refers to the time when information about proposed revision of new or revised Secondary School French textbooks already in use is received. General communicative behaviour of provincial Curriculum Directors is shown in Table XXVIII.

TABLE XXVIII

#### STAGE THREE: RECEPTION OF INFORMATION BY PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 8	
	Frequency of Use NSO	FA
Questionnaires	3	5
Interviews	5	3
Telegrams	8	0
Personal observation in own province	1	7
Telephone calls	7	1
Professional conferences sponsored/attended	8	0
Letters	6	2
Other (consultation with other provinces)	0	1

Table XXVIII contains the data obtained from Item 8 of Form A of the questionnaire.



The media most often chosen as characteristic of stage three information reception by provincial Curriculum Directors were personal observation in their own provinces as well as questionnaires. Generally, relay of stage three information, as seen in Table XXIX, was achieved through letters.

Responses of members of provincial Secondary School French Curriculum committees, as outlined in Tables XXX and XXXI, indicate that no medium was chosen as being representative of the means of either obtaining or relaying stage three information in general.

Publishers of Secondary School French textbooks indicate, as seen in Tables XXXII and XXXIII, use of visits of publishers' representatives and interviews as the two media most commonly employed to generally obtain and relay stage three information. Half of the respondents also listed letters as a frequently chosen means to relay stage three information.

Reception of stage three information specifically by provincial Curriculum Directors from members of provincial Secondary School French Curriculum committees, as shown by Table XXXIV, reveals the use of letters. Relay of stage three information by provincial Curriculum Directors to members of provincial Secondary School French Curriculum committees, as outlined in Table XXXV, indicates the use of letters by half of the respondents.

In communication with publishers of Secondary School French textbooks, provincial Curriculum Directors report, as seen in Tables XXXVI and XXXVII, the use of interviews and letters to receive and relay stage three information.



TABLE XXIX

STAGE THREE: RELAY OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS

Medium	N = 8	
	Frequency of Use NSO	FA
Telegrams	5	0
Interviews	3	2
Reports	3	2
Articles in professional journals	5	0
Newsletters	4	1
Letters	2	3
Curriculum bulletins	3	2
Professional conferences attended	4	1
Telephone calls	4	1
Manuals accompanying textbooks	5	0
Speeches and/or informal talks	5	0
Reviews in professional journals	5	0
Conferences sponsored by publisher(s)	5	0

Table XXIX contains the data obtained from Item 13 of Form A of the questionnaire. Three respondents marked the item as being not applicable.



TABLE XXX

STAGE THREE: RECEPTION OF INFORMATION BY MEMBERS OF  
PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 29	
	Frequency of NSO	Use FA
Questionnaires	18	11
Interviews	24	5
Telegrams	29	0
Personal observation in own province	18	11
Telephone calls	27	2
Professional conferences attended	15	14
Personal observation in other province(s)	27	2
Letters	20	9
Other (evaluation meetings)	0	1
(student textbook evaluation)	0	1

Table XXX contains the data obtained from Item 8 of Form B of the questionnaire.



TABLE XXXI

STAGE THREE: RELAY OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 29	
	Frequency of NSO	Use FA
Telegrams	27	0
Interviews	21	6
Reports	26	1
Articles in professional journals	26	1
Newsletters	24	3
Letters	20	7
Curriculum bulletins	23	4
Professional conferences sponsored/attended	18	9
Telephone calls	26	1
Manuals accompanying textbooks	20	7
Speeches and/or informal talks	17	10
Reviews in professional journals	26	1

Table XXXI contains the data obtained from Item 13 of Form B of the questionnaire. Two respondents marked the item as being not applicable.



TABLE XXXII

STAGE THREE: RECEPTION OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 11	
	Frequency of Use NSO	FA
Questionnaires	6	4
Interviews	3	7
Telegrams	10	0
Visits by representative(s)	10	0
Telephone calls	9	1
Evaluative conferences sponsored	10	0
Professional conferences attended	9	1
Letters	5	5
Reports from other areas	7	3
Other (presentation copies of textbooks)	0	1

Table XXXII contains the data obtained from Item 8 of Form C of the questionnaire. One respondent marked the item as being not applicable.



TABLE XXXIII

STAGE THREE: RELAY OF INFORMATION BY PUBLISHERS  
OF SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 11	
	Frequency of Use NSO	FA
Telegrams	9	0
Interviews	1	8
Reports from other areas	9	0
Articles in professional journals	9	0
Newsletters	7	2
Letters	1	8
Visits by representative(s)	1	8
Professional conferences attended	6	3
Telephone calls	7	2
Manuals accompanying textbooks	7	2
Speeches and/or informal talks	9	0
Conferences sponsored	8	1
Reviews in professional journals	8	1
Brochures	7	2

Table XXXIII contains the data obtained from Item 13 of Form C of the questionnaire. Two respondents marked the item as being not applicable.



TABLE XXXIV

STAGE THREE; RECEPTION OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS FROM MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 16	
	Frequency of Use NSO	Use FA
Telegrams	16	0
Professional conferences sponsored/attended	12	4
Letters	3	13
Questionnaires	11	5
Telephone calls	14	2
Interviews	11	5
Other (regular curriculum committee meetings)	0	4

Table XXXIV contains the data obtained from Items 3 and 20 of Form A of the questionnaire.



TABLE XXXV

STAGE THREE: RELAY OF INFORMATION BY PROVINCIAL CURRICULUM  
DIRECTORS TO MEMBERS OF PROVINCIAL SECONDARY  
SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 16	
	Frequency of Use NSO	FA
Letters	8	8
Professional conferences sponsored/attended	13	3
Articles in professional journals	16	0
Telegrams	16	0
Reviews in professional journals	15	1
Telephone calls	13	3
Interviews	9	7
Speeches and/or informal talks	15	1
Curriculum bulletins	14	2
Reports	14	2
Manuals accompanying textbooks	16	0
Newsletters	16	0

Table XXXV contains the data obtained from Items 25 and 27 of  
Form A of the questionnaire.



TABLE XXXVI

STAGE THREE: RECEPTION OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS FROM PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 8	
	Frequency of Use NSO	FA
Telephone calls	7	1
Telegrams	8	0
Questionnaires	6	2
Professional conferences sponsored/ attended	8	0
Letters	4	4
Interviews	3	5

Table XXXVI contains the data obtained from Item 12 of Form A  
of the questionnaire.



TABLE XXXVII

STAGE THREE: RELAY OF INFORMATION BY PROVINCIAL  
CURRICULUM DIRECTORS TO PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 8	
	Frequency of NSO	Use FA
Newsletters	8	0
Telephone calls	7	1
Telegrams	8	0
Speeches and/or information talks	8	0
Interviews	1	7
Reviews in professional journals	8	0
Reports	6	2
Letters	2	6
Articles in professional journals	8	0
Manuals accompanying textbooks	7	1
Curriculum bulletins	8	0
Professional conferences sponsored/attended	8	0
Conferences sponsored by publishers	7	1

Table XXXVII contains the data obtained from Item 23 of Form A  
of the questionnaire.



Members of provincial Secondary School French Curriculum Committees again did not choose any of the listed media as given in Tables XXXVIII, XXXIX, XL, and XLI, as means of stage three information reception or relay in communication with provincial Curriculum Directors or publishers of Secondary School French textbooks.

In Table XLII, showing reception of stage three information by publishers of Secondary School French textbooks from provincial Curriculum Directors, three media were apparent choices. These media in descending order of frequency of use were: visits of publishers' representatives, interviews, and letters. To relay stage three information to provincial Curriculum Directors, publishers of Secondary School French textbooks report, as seen in Table XLIII, equal use of interviews and visits of publishers' representatives. At least half of the respondents also included the use of letters.

Visits of publishers' representatives and interviews were evident, by examination of Table XLIV, as the two media characteristic of reception of stage three information by publishers of Secondary School French textbooks from members of provincial Secondary School French Curriculum committees. Letters were also included as a frequently used medium by half of the respondents. As seen in Table XLV, the relay of stage three information by publishers of Secondary School French textbooks to members of provincial Secondary School French Curriculum committees is marked by the use of interviews and visits of publishers' representatives equally often. Again half of the respondents also indicated the use of letters.



Summary. An overall view of the results concerning information-stages one, two, and three given in the previous pages, is presented in Tables XLVI, XLVII, and XLVIII, respectively.

TABLE XXXVIII

STAGE THREE: RECEPTION OF INFORMATION BY MEMBERS OF  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES  
FROM PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 29	
	Frequency of NSO	Use FA
Telegrams	28	1
Professional conferences sponsored/ attended	17	12
Letters	19	10
Questionnaires	24	5
Telephone calls	26	3
Interviews	23	6
Other (regular curriculum committee meetings)	0	3

Table XXXVIII contains the data obtained from Item 3 of Form B of the questionnaire.



TABLE XXXIX

STAGE THREE: RELAY OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES TO  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 29	
	Frequency of Use NSO	FA
Articles in professional journals	26	1
Reports	21	6
Telegrams	27	0
Professional conferences sponsored/attended	17	10
Newsletters	26	1
Interviews	21	6
Telephone calls	23	4
Manuals accompanying textbooks	27	0
Reviews in professional journals	26	1
Speeches and/or informal talks	19	8
Curriculum bulletins	25	2
Letters	20	7

Table XXXIX contains the data obtained from Item 27 of Form B of the questionnaire. Two respondents marked the item as being not applicable.



TABLE XL

STAGE THREE: RECEPTION OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES FROM  
PUBLISHERS OF SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 29	
	Frequency of Use NSO	FA
Telephone calls	27	1
Telegrams	28	0
Questionnaires	28	0
Professional conferences sponsored/attended	22	6
Letters	18	10
Interviews	20	8
Other (workshops)	0	1

Table XL contains the data obtained from Item 12 of Form B of the questionnaire. One respondent marked the item as being not applicable.



TABLE XLI

STAGE THREE: RELAY OF INFORMATION BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES TO  
PUBLISHERS OF SECONDARY SCHOOL  
FRENCH TEXTBOOKS

Medium	N = 29	
	Frequency of Use NS0	FA
Newsletters	25	1
Telephone calls	25	1
Telegrams	26	0
Speeches and/or informal talks	23	3
Interviews	20	6
Reviews in professional journals	26	0
Reports	23	3
Letters	19	7
Articles in professional journals	26	0
Manuals accompanying textbooks	26	0
Curriculum bulletins	24	2
Professional conferences sponsored/attended	21	5
Conferences sponsored by publisher(s)	24	2

Table XLI contains the data obtained from Item 23 of Form B of the questionnaire. Three respondents marked the item as being not applicable.



TABLE XLII

STAGE THREE: RECEPTION OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS BY  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 11	
	Frequency of Use NSO	FA
Telephone calls	9	0
Conferences sponsored	9	0
Telegrams	9	0
Visits by representative(s)	1	8
Questionnaires	8	1
Professional conferences attended	9	0
Letters	3	6
Reports	7	2
Interviews	2	7

Table XLII contains the data obtained from Item 12 of Form C of the questionnaire. Two respondents marked the item as being not applicable.



TABLE XLIII

STAGE THREE: RELAY OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS TO  
PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 11	
	Frequency of Use NSO	FA
Newsletters	8	0
Telephone calls	7	1
Telegrams	7	1
Speeches and/or informal talks	7	1
Conferences sponsored	8	0
Interviews	1	7
Reviews in professional journals	8	0
Reports	8	0
Letters	4	4
Articles in professional journals	7	1
Manuals accompanying textbooks	6	2
Visits by representative(s)	1	7
Professional conferences attended	8	0
Brochures	6	2

Table XLIII contains the data obtained from Item 23 of Form C of the questionnaire. Three respondents marked the item as being not applicable.



TABLE XLIV

STAGE THREE: RECEPTION OF INFORMATION BY PUBLISHERS OF  
SECONDARY SCHOOL FRENCH TEXTBOOKS FROM MEMBERS OF  
PROVINCIAL SECONDARY SCHOOL FRENCH  
CURRICULUM COMMITTEES

Medium	N = 22	
	Frequency of Use NSO	FA
Telegrams	19	0
Reports	18	1
Professional conferences attended	16	3
Visits by representative(s)	2	17
Letters	10	9
Conferences sponsored	19	0
Questionnaires	16	3
Telephone calls	16	3
Interviews	5	14
Other (presentation copies of textbooks)	0	1

Table XLIV contains the data obtained from Items 3 and 20 of Form C of the questionnaire. Three respondents marked Item 20 as being not applicable.



TABLE XLV

STAGE THREE: RELAY OF INFORMATION BY PUBLISHERS OF SECONDARY  
SCHOOL FRENCH TEXTBOOKS TO MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 22	
	Frequency of Use NSO	FA
Letters	7	7
Professional conferences attended	12	2
Articles in professional journals	14	0
Telegrams	14	0
Reviews in professional journals	13	1
Telephone calls	11	4
Interviews	0	14
Speeches and/or informal talks	13	1
Conferences sponsored	14	0
Visits by representative(s)	0	14
Reports	14	0
Manuals accompanying textbooks	12	2
Newsletters	14	0

Table XLV contains the data obtained from Items 25 and 27 of Form A of the questionnaire. Four respondents marked Item 25 as being not applicable; four also marked Item 27 in the same manner.



TABLE XLVI  
SUMMARY OF STAGE ONE INFORMATION-EXCHANGE

Position-Occupant Exchanging Information with:		Media for Reception	Media for Relay
Curriculum Director	General*	None	None
	Publisher	1 Letters** 1 Interviews	1 Letters 1 Interviews
	Secondary French Curriculum Committee Members	None	None
Secondary French Curriculum Committee Members	General	None	None
	Curriculum Director	None	None
	Publisher	None	None
Publisher	General	1 Interviews 2 Visits of Repre- sentatives 3 Letters	1 Interviews 1 Visits of Repre- sentatives 3 Letters
	Curriculum Director	1 Visits of Repre- sentatives 2 Interviews 3 Letters	1 Visits of Repre- sentatives 1 Interviews 3 Letters
	Secondary French Curriculum Committee Members	1 Visits of Repre- sentatives 1 Interviews	1 Visits of Repre- sentatives 2 Interviews

\*The term 'general' refers to all participants contacted in the information exchange.

\*\*The number assigned to each medium indicates the rank assigned to it by a majority of the respondents. The number one is the highest order of preference.



TABLE XLVII

## SUMMARY OF STAGE TWO INFORMATION-EXCHANGE

Position-Occupant Exchanging Information with:		Media for Reception
Curriculum Director	General	1 Visits of Representatives 2 Interviews
	Publisher	1 Visits of Representatives 2 Letters
	Secondary French Curriculum Committee Members	1 Letters 2 Interviews
Secondary French Curriculum Committee Members	General	None
	Publisher	None
	Curriculum Director	None
Publisher	General	1 Visits of Representatives 2 Interviews 3 Letters 4 Brochures 5 Catalogues and/or Booklists
	Curriculum Director	1 Visits of Representatives 2 Letters
	Secondary French Curriculum Committee Members	1 Interviews 2 Letters 2 Brochures



TABLE XLVIII  
SUMMARY OF STAGE THREE INFORMATION-EXCHANGE

Position- Occupant Exchanging Information with:		Media for Reception	Media for Relay
Curriculum Director	General	1 Personal Obser- vation in own Province 2 Questionnaires	1 Letters
	Publisher	1 Interviews 2 Letters	1 Interviews 2 Letters
	Secondary French Curriculum Committee Members	1 Letters	None
Secondary French Curriculum Committee Members	General	None	None
	Publisher	None	None
	Curriculum Director	None	None
Publisher	General	1 Visits of Repre- sentatives 2 Interviews	1 Visits of Repre- sentatives 1 Interviews 1 Letters
	Curriculum Director	1 Visits of Repre- sentatives 2 Interviews 3 Letters	1 Visits of Repre- sentatives 1 Interviews
	Secondary French Curriculum Committee Members	1 Visits of Repre- sentatives 2 Interviews	1 Visits of Repre- sentatives 1 Interviews



## STEPS IN SECONDARY SCHOOL FRENCH TEXTBOOK SELECTION

Of various alternative steps involved in the adoption or rejection of Secondary School French textbooks, as given in Tables XLIX and L, provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees, considered inspection and trial (in a pilot project) of Secondary School French textbooks to be the most common. Both participants indicated that current practice also includes evaluation of Secondary School French textbook pilot projects. Provincial Curriculum Directors reported use of observation of these pilot projects. Members of provincial Secondary School French Curriculum committees revealed use of professional conferences in their selection of Secondary School French textbooks.

## PROPOSED DEVELOPMENT AND PUBLICATION OF LOCAL SECONDARY SCHOOL FRENCH TEXTBOOK MANUSCRIPTS

In general, provincial Curriculum Directors use letters and interviews to convey proposals for the publication of Secondary School French textbook manuscripts that have been developed locally. These results are outlined in Table LI.

An examination of Table LII reveals no particular medium used by members of provincial Secondary School French Curriculum committees to convey proposals to publish locally developed Secondary School French textbook manuscripts. Publishers of Secondary School French textbooks checked interviews to carry such suggestions for locally developed Secondary School French textbook manuscripts, as Table LIII indicates.



TABLE XLIX

STEPS TAKEN IN SECONDARY SCHOOL FRENCH TEXTBOOK SELECTION  
BY PROVINCIAL CURRICULUM DIRECTORS

Procedures	N = 8	
	Frequency of Use NSO	FA
Interviews	5	3
Trial of textbooks	1	7
Observation of re-trial of textbooks	5	3
Inspection of textbooks	1	7
Conferences sponsored/attended	6	2
Changes in textbooks based on re-trial	6	2
Observation of trial of textbooks	1	7
Changes in textbooks based on trial	6	2
Re-trial of textbooks	6	2
Evaluation of trial of textbooks	2	6
Changes in textbooks based on experience(s) elsewhere	6	2
Evaluation of re-trial of textbooks	5	3

Table XLIX contains the data obtained from Item 17 of Form A  
of the questionnaire.



TABLE L

STEPS TAKEN IN SECONDARY SCHOOL FRENCH TEXTBOOK SELECTION  
BY MEMBERS OF PROVINCIAL SECONDARY SCHOOL  
FRENCH CURRICULUM COMMITTEES

Procedures	N = 29	
	Frequency of Use NSO	FA
Interviews	23	6
Trial of textbooks	9	20
Observation of re-trial of textbooks	20	9
Inspection of textbooks	8	21
Conferences sponsored/attended	14	15
Changes in textbooks based on re-trial	24	5
Observation of trial of textbooks	18	11
Changes in textbooks based on trial	20	9
Re-trial of textbooks	23	6
Evaluation of trial of textbooks	14	15
Changes in textbooks based on experience(s) elsewhere	19	10
Evaluation of re-trial of textbooks	20	9

Table L contains the data obtained from Item 17 of Form B of the questionnaire.



TABLE LI

PROPOSAL BY PROVINCIAL CURRICULUM DIRECTORS FOR PUBLICATION OF  
LOCAL SECONDARY SCHOOL FRENCH TEXTBOOK MANUSCRIPTS

Medium	N = 8	
	Frequency of Use NSO	FA
Telegrams	4	0
Letters	0	4
Interviews	1	3
Telephone calls	4	0

Table LV contains the data obtained from Item 2 of Form A of the questionnaire. Four respondents marked the item as being not applicable.

TABLE LII

PROPOSAL FOR PUBLICATION OF LOCAL SECONDARY SCHOOL FRENCH  
TEXTBOOK MANUSCRIPTS BY MEMBERS OF PROVINCIAL SECONDARY  
SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 29	
	Frequency of Use NSO	FA
Telegrams	12	0
Letters	8	4
Interviews	9	3
Telephone calls	12	0

Table LII contains the data obtained from Item 2 of Form B of the questionnaire. Seventeen respondents marked the item as being not applicable.



TABLE LIII

PROPOSAL FOR DEVELOPMENT OF SECONDARY SCHOOL FRENCH TEXTBOOK  
MANUSCRIPTS BY PUBLISHERS OF SECONDARY  
SCHOOL FRENCH TEXTBOOKS

Medium	N = 11	
	Frequency of Use NSO	FA
Telephone calls	6	5
Letters	6	5
Interviews	1	10
Telegrams	10	1

Table LIII contains the data obtained from Item 14 of Form C of the questionnaire.

When such proposals are sent by provincial Curriculum Directors to publishers of Secondary School French textbooks, letters, as seen in Table LIV, appear to be the means most often employed to carry the information. The same information, when directed to members of provincial Secondary School French Curriculum committees by provincial Curriculum Directors, most often is carried by interviews as Table LV indicates.

Members of provincial Secondary School French Curriculum committees who transmit publication proposals for locally developed Secondary School French textbook manuscripts to provincial Curriculum Directors, chose letters and interviews as the two media used equally often to carry the information. Table LVI gives these results.



TABLE LIV

PROPOSAL FOR PUBLICATION OF LOCAL SECONDARY SCHOOL FRENCH  
MANUSCRIPTS BY PROVINCIAL CURRICULUM DIRECTORS TO  
PUBLISHERS OF SECONDARY SCHOOL FRENCH TEXTBOOKS

Medium	N = 8	
	Frequency of Use NSO	FA
Telephone calls	5	0
Letters	1	4
Interviews	3	2
Telegrams	5	0

Table LIV contains the data obtained from Item 14 of Form A of the questionnaire. Three respondents marked the item as being not applicable.

TABLE LV

PROPOSAL FOR PUBLICATION OF LOCAL SECONDARY SCHOOL FRENCH  
MANUSCRIPTS BY PROVINCIAL CURRICULUM DIRECTORS TO  
MEMBERS OF PROVINCIAL SECONDARY SCHOOL  
FRENCH CURRICULUM COMMITTEES

Medium	N = 16	
	Frequency of Use NSO	FA
Interviews	1	4
Letters	3	2
Telegrams	5	0
Telephone calls	5	0

Table LV contains the data obtained from Items 18 and 28 of Form A of the questionnaire. Six respondents marked Item 18 as being not applicable, five marked Item 28 in a similar manner.



TABLE LVI

PROPOSAL FOR PUBLICATION OF LOCAL SECONDARY SCHOOL FRENCH  
TEXTBOOK MANUSCRIPTS BY MEMBERS OF PROVINCIAL  
SECONDARY SCHOOL FRENCH CURRICULUM  
COMMITTEES TO PROVINCIAL  
CURRICULUM DIRECTORS

Medium	N = 29	
	Frequency of Use NSO	FA
Interviews	7	5
Letters	7	5
Telegrams	11	1
Telephone calls	11	1
Other (revision committee meetings)	0	1

Table LVI contains the data obtained from Item 18 of Form B of the questionnaire. Seventeen respondents marked the item as being not applicable.

No medium of those listed in Table LVII was chosen by members of Secondary School French Curriculum committees to convey publication proposals for locally developed Secondary School French textbook manuscripts to publishers of Secondary School French textbooks.

Publishers of Secondary School French textbooks who proposed local development of Secondary School French textbook manuscripts to provincial Curriculum Directors and to members of provincial Secondary School French Curriculum committees did so through interviews as shown



in Tables LVIII and LIX, respectively. In relation to members of provincial Secondary School French Curriculum committees, publishers of Secondary School French textbooks also reported use of letters to convey this information.

TABLE LVII

PROPOSAL BY MEMBERS OF PROVINCIAL SECONDARY SCHOOL FRENCH CURRICULUM COMMITTEES TO PUBLISHERS OF SECONDARY SCHOOL FRENCH TEXTBOOKS FOR PUBLICATION OF LOCAL SECONDARY SCHOOL FRENCH TEXTBOOK MANUSCRIPTS

Medium	N = 29	
	Frequency of Use NSO	FA
Telephone calls	18	0
Letters	12	6
Interviews	13	5
Telegrams	18	0

Table LVII contains the data obtained from Item 14 of Form B of the questionnaire. Eleven respondents marked the item as being not applicable.



TABLE LVIII

PROPOSAL FOR DEVELOPMENT OF SECONDARY SCHOOL FRENCH TEXTBOOK  
MANUSCRIPTS BY PUBLISHERS OF SECONDARY SCHOOL FRENCH  
TEXTBOOKS TO PROVINCIAL CURRICULUM DIRECTORS

Medium	N = 11	
	Frequency of NSO	Use FA
Telephone calls	7	1
Letters	5	3
Interviews	0	8
Telegrams	8	0

Table LVIII contains the data obtained from Item 18 of Form C of the questionnaire. Three respondents marked the item as being not applicable.

TABLE LIX

PROPOSAL OF DEVELOPMENT OF SECONDARY SCHOOL FRENCH TEXTBOOK  
MANUSCRIPTS BY PUBLISHERS OF SECONDARY SCHOOL FRENCH  
TEXTBOOKS TO MEMBERS OF PROVINCIAL SECONDARY  
SCHOOL FRENCH CURRICULUM COMMITTEES

Medium	N = 22	
	Frequency of NSO	Use FA
Telegrams	17	0
Telephone calls	15	2
Letters	8	9
Interviews	1	10

Table LIX contains the data obtained from Items 2 and 28 of Form C of the questionnaire. Two respondents marked Item 2 as being not applicable, while three marked Item 28 in a similar manner.



## CHAPTER IV

### CONCLUSIONS AND IMPLICATIONS

#### COMMUNICATION PATTERNS WITHIN THREE STAGES OF INFORMATION-EXCHANGE

##### Overview of all Three Stages of Information-Exchange

As has been established, publishers of Secondary School French textbooks generally rely upon the verbal direct media of interviews, visits of publishers' representatives, and the non-verbal indirect media of letters, in all three stages of information-exchange. Provincial Curriculum Directors, when they use any of the listed alternative media, seem to favour use of one verbal direct medium, interviews, and of one non-verbal indirect medium, letters. Members of provincial Secondary School French Curriculum committees appeared to use none of the media provided in the given lists, whether verbal, non-verbal, direct, or indirect, in any of the three stages selected for study.<sup>1</sup>

##### Patterns of Information-Exchange at Stage One

In only one information-exchange relationship at this stage, did provincial Curriculum Directors report use of any of the listed media.

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<sup>1</sup>However, it is still assumed that the members of provincial Secondary School French Curriculum committees do communicate in some way not measured in this study with provincial Curriculum Directors and publishers of Secondary School French textbooks.



Communicative interaction between publishers of Secondary School French textbooks and provincial Curriculum Directors occurred through a combination of verbal direct and non-verbal indirect media: interviews and letters. Of the many possible combinations of media, only these two obviously necessary and basic media emerged as frequent choices. Letters would be used to bridge the physical distance separating the provincial Curriculum Directors and the publishers of Secondary School French textbooks. It is assumed that the personal contact involved in interviews would occur whenever immediate feedback information was required by both participants. As the accounts given by publishers of Secondary School French textbooks and provincial Curriculum Directors are parallel, it may be assumed that the description given of their interaction at stage one is possible.

Provincial Curriculum Directors, generally, are not separated physically from the members of their provincial Secondary School French Curriculum committees to the same extent as from publishers of Secondary School French textbooks. Yet there were no choices of media given from those listed for stage one information-exchange between provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees. Instead of an increase in the use of a variety of media due to closer proximity, many provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees indicated that their only contact with each other at this stage was through mutual attendance at regular curriculum committee meetings. The



existence of these meetings was assumed in this study and thus was not included in the lists of media. However, the majority of responses given by these two participants showed no support of the media listed. Rather, these two participants added curriculum committee meetings to the item as a frequent choice.

While the above relationships were presented in similar ways by the involved participants, one information-exchange pattern was viewed quite differently by the two respondents involved. Members of provincial Secondary School French Curriculum committees indicated a lack of exposure to or experience with any of the listed media describing stage one information-exchange between themselves and publishers of Secondary School French textbooks. The publishers, in contrast, reported use of two means of verbal, direct, face-to-face contact to exchange stage one information with members of such committees. Yet the members of the provincial Secondary School French Curriculum committees acknowledged no such exchanges. It is interesting to note, as this study does in the following pages, that the occurrence of this discrepancy is not restricted to stage one information-exchange.

#### Patterns of Information-Exchange at Stage Two

There is only slight inconsistency apparent in the communicative behaviour of provincial Curriculum Directors in the comparison of their general and specific behaviour in information-exchange with other participants in Secondary School French textbook selection at stage two. While they reported using letters to obtain stage two information



from both members of provincial Secondary School French Curriculum committees and publishers of Secondary School French textbooks, letters were not included in the general account of stage two information reception. Again the primary choice of the verbal direct media of interviews and visits of publishers' representatives indicates stronger preference for face-to-face, personal contact rather than for non-verbal indirect means. The publishers of Secondary School French textbooks again display use of the greatest variety of media at this stage. Great reliance was again placed on the interview and the visit of publishers' representatives in general. Similarly, the same situation occurs in specific reference to contact with the provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees. However, visits of representatives of the publishers were confined to contact with the provincial Curriculum Directors. This could indicate that visits by publishers' representatives were infrequent with the members of provincial Secondary School French Curriculum committees. Interviews were chosen instead as the main means of contact with such committee members. It may be that such contact was informal and occurred only with those members of provincial Secondary School French Curriculum committees known personally to the publishers. Letters were directed to both provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees. In stage one, however, only the provincial Curriculum Director was involved in the use of this means of communication. A possible explanation would be that publishers exerted most effort when selling an actual product rather



than when determining the need for an entirely new product which they might not have yet produced. Contact through brochures and catalogues and/or booklists followed this same pattern.

The notion of an isolated Secondary School French Curriculum committee persists in this second stage for again no medium was indicated from the alternatives given in either the reception or relay of stage two information.

The most interesting inconsistency in the responses would appear to be the lack of agreement between the answers given by the publishers of Secondary School French textbooks and the members of provincial Secondary School French Curriculum committees, thus paralleling the same situation occurring at stage one. While the publishers stated that interviews, letters and brochures were involved in information-dissemination to the members of provincial Secondary School French Curriculum committees, the members themselves gave no indication that they received any information through any medium whatsoever at this stage. One of two situations may then exist. Either publishers were using the offices of the provincial Curriculum Directors to channel their information to the members of provincial Secondary School French Curriculum committees, or the publishers were contacting the members through channels other than the formal ones used in this study.

### Patterns of Information-Exchange at Stage Three

At this stage, the provincial Curriculum Directors used interviews and letters to obtain and relay information to publishers of



Secondary School French textbooks, yet only used letters to perform the same task in relation to members of provincial Secondary School French Curriculum committees. And here, letters were only indicated as a means of contact by half of the provincial Curriculum Directors. It would seem then that the provincial Curriculum Directors relied mainly on the regular curriculum committee meetings to provide personal contact and opportunities for information-exchange. In general, however, the provincial Curriculum Directors stated that they used personal observation in their own provinces, a non-verbal direct medium, and questionnaires, a non-verbal indirect medium, to obtain and relay stage three information. As the committee members were not contacted in these ways, in the accounts given by either provincial Curriculum Directors, or the members themselves, it may be assumed that regular committee meetings are indeed the only medium in current use by these two participants at this stage.

Publishers of Secondary School French textbooks, in general, and specifically with reference to provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees again used visits of representatives, interviews and letters. Both direct and indirect contact was purported to exist between the publishers and the other two participants.

Once again, the responses of the members of Secondary School French Curriculum committees gave no indication of any contact through the listed media with either the publishers of Secondary School French textbooks or with the provincial Curriculum Directors. Although both the publishers



and the directors mention the use of several media in communicating with the members of provincial Secondary School French Curriculum committees, the members themselves do not seem to share this view. Perhaps, in the case of communication with publishers of Secondary School French textbooks, contact does occur but it is not formally acknowledged. One publisher offered the comment that in his experience, the discovery of any attempt by a publisher to make a direct presentation to committee members, except at formally designated times and places, is treated rather harshly by the provincial Curriculum Divisions. In such cases, the members of provincial Secondary School French Curriculum committees might then repress knowledge about information-exchange. Another publisher noted that although he was often unable to have similar access to members of provincial Secondary School French Curriculum committees whose membership was often kept anonymous.

#### Implications of Revealed Communication Patterns

Two important features discovered in the communication patterns of three stages of information-exchange in Secondary School French textbook selection would seem to be: (1) reliance by most of the respondents upon two verbal direct media, and (2) lack of commonly acknowledged communicative contact in information-exchange between the respondents.

The use of face-to-face contact by many respondents to obtain and relay information would support Hammond's assumption that ". . . in all societies, the basic network of communication is provided by face-to-face



contacts."<sup>2</sup> That this personal form of contact took only two forms, interviews, and visits of publishers' representatives, may be explained by Brown. He notes that "face-to-face communication with persons who are elevated in the hierarchy or shifted in assignment becomes even more difficult because distance increases psychological static."<sup>3</sup> Hammond also feels that the maintenance of personal contact in information-exchange through a variety of means is inhibited by "a major overlay . . . provided by the more impersonal communication networks . . . ." of large and bureaucratic organizations.<sup>4</sup> Several publishers agreed, noting that they felt compelled to rely upon publishers' representatives to deal with their various markets on a personal basis since few indirect means of contact had successfully penetrated provincial Curriculum Divisions. Indirect media such as book review pages in professional journals were judged by many publishers to be completely inadequate to cope with the current flood of materials. They added that it was just about as difficult to "plant" an article about Secondary School French textbooks in a professional magazine or journal as it was to develop the textbooks themselves.

The second feature of information-exchange patterns in Secondary

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<sup>2</sup>Paul Y. Hammond, "The National Security Council as a Device of Interdepartmental Coordination," American Political Science Review, Vol. 54, (1960), pp. 899-910.

<sup>3</sup>Brown, J. A. C., The Social Psychology of Industry, (Baltimore: Penguin Books, Ltd., Inc., 1954), p. 212.

<sup>4</sup>Hammond, op. cit.



School French textbook selection to appear was the existence of certain restricted or incomplete relationships among the three selected participants. A comparison of the responses given by provincial Curriculum Directors and the publishers of Secondary School French textbooks about their exchanges of information produced no conflicting viewpoints. Yet the information-exchange relationship reported by members of provincial Secondary School French Curriculum committees to exist between themselves and provincial Curriculum Directors did not always stand up to a two-way comparison of the responses given by both participants. The only agreed upon means by which information was exchanged was the regular curriculum committee meeting. No contact at all was reported by the members of provincial Secondary School French Curriculum committees between themselves and publishers of Secondary School French textbooks. It is possible that in the course of his function, the provincial Curriculum Director channels the flow of information between publishers of Secondary School French textbooks and members of provincial Secondary School French Curriculum committees. In this case, publishers of Secondary School French textbooks would have frequent direct contact with provincial Curriculum Directors, but would have infrequent direct contact with the committee members. The results obtained in this study would seem to support this explanation. Whereas the publishers reported using a variety of media in communication with members of provincial Secondary School French Curriculum committees, the members do not indicate the use of any of these media in communication



with the publishers. It may be assumed that in the majority of cases, the publishers of Secondary School textbooks and members of provincial Secondary School French Curriculum committees are mutually isolated by the provincial Curriculum Division as represented by the provincial Curriculum Director. The reason for making such an assumption is that the provincial Curriculum Director is the person who determines the amount of formally recognized access any outside source has to the members of the provincial Secondary School French Curriculum committees.

Therefore, of the three selected participants, two--the publishers of Secondary School French textbooks and the members of provincial Secondary School French Curriculum committees, participate and are involved in restricted information-exchange in Secondary School French textbook selection decisions.

There are many who promote the value of full involvement of all participants necessary to the making of any curriculum decision. Doll, in discussing social forces affecting curriculum decisions, offered the following view of the value of participation: "When two or more participants having access to influential resources . . . are mutually supportive of one another, speed of movement toward their goals will be increased."<sup>5</sup>

It may be assumed that provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees have access to influential resources of information or their Secondary School French

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<sup>5</sup>Doll, op. cit., p. 66



textbook selections could never be made. Publishers of Secondary School French textbooks must also have some vein of access or they would be unable to develop or sell Secondary School French textbooks. Yet lack of mutual support, as Doll notes, will merely cause duplication of effort by these three participants. He believes that the common interest of all participants should be a unifying force.<sup>6</sup> If some participants are denied access to influential resources of information, the resulting curriculum decisions then reflect only the goals of the participants who retain that access. In the case of Secondary School French textbook selection, a parallel may be drawn. If publishers believe that they have no access to members of Secondary School French Curriculum committees, the Secondary School French textbooks published cannot reflect the ideas of these committees. If provincial Curriculum Directors act as screens between the members of provincial Secondary School French Curriculum committees and the publishers of Secondary School French textbooks, then the directors will necessarily filter out information which they deem unnecessary. Such screening would allow them to be influential in directing the Secondary School French textbook selections made by the members of provincial Secondary School French Curriculum committees.

Taba adds that lack of full involvement will cause a diminishing of future identification of the participants with the task itself.<sup>7</sup>

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<sup>6</sup>Doll, Ibid.

<sup>7</sup>Taba, *op. cit.*, p. 465.



Thus, in Secondary School French textbook selection, provincial Secondary School French Curriculum committee members may not fully support textbook selections they have made if information received about them has been inadequate. Dissatisfaction with selections they have made, based upon incomplete information, may lead the committee members to be loath to accept the same task in the future if they expect the necessary information to again be inadequate.

Parnall believes that mutual co-operation involves mandatory two-way consultation between all participants. In fact, he assigns the leadership in this co-operative decision-making to the provincial Curriculum Divisions. He outlines their role as one of being ". . . a curriculum secretariat, collating, compiling, consulting, and advising, but above all helping to change the curriculum in a direction which all partners in this enterprise agree to travel."<sup>8</sup> He believes that there is no longer, nor should there be, any vestiges of a single "power" in any curriculum decision-making process. Rather, compromise, interaction, and involvement should prevail.<sup>9</sup>

It appears, from the results obtained in this study, that vestiges of a single power, that is, the publishers of Secondary School French textbooks, in the development of Secondary School French textbooks still

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<sup>8</sup>M. B. Parnall, "Keeping the People Informed," Curriculum Development for a Decentralized Educational System, (Toronto: Ontario Association for Curriculum Development, November, 1966), p. 18.

<sup>9</sup>Ibid.



remain. An often expressed comment of members of provincial Secondary School French Curriculum committees tells of an indifferent attitude of publishers of Secondary School French textbooks to local suggestions for the editing or revision of proposed or existing Secondary School French textbooks. This would seem to indicate that content control in the development of Secondary School French textbooks rests with the publishers. The countering comment offered by publishers of Secondary School French textbooks to the effect that they are often unable to communicate with members of provincial Secondary School French Curriculum committees as often or as directly as wished, indicates a possible monopoly of information reception and relay by the provincial Curriculum Directors. The responses gathered here do indicate that interaction between members of provincial Secondary School French Curriculum committees and publishers of Secondary School French textbooks has not been as fruitful as it might be.

The American Textbook Publishers Institute, concerned with a similar isolation of American textbook committees, maintained that in the interests of all ". . . the committee should not be secret. If it is to function effectively, it must function openly and freely with colleagues and publishers."<sup>10</sup> The association raises the interesting and logical conclusion that ". . . social contacts are too wide for any textbook committee to be truly secret."<sup>11</sup>

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<sup>10</sup>American Textbook Publishers Institute, Textbooks are Indispensable! (New York: American Book - Stratford Press, Inc., 1956), p. 67.

<sup>11</sup>Ibid.



Social contacts maintained outside the formal channels of information-exchange would seem to suggest the existence of ". . . natural groupings of people in the work situation."<sup>12</sup> Where the formal means to convey information do not exist, informal ones will arise to fill the need. Hollander and Hunt have listed some of the factors that may cause the emergence of such groups. These factors include: location, occupation, interest, and special issue.<sup>13</sup> The informal group arising in a provincial Secondary School French Curriculum committee would be united in position, occupation, and interest in the special issue of Secondary School French textbook selection. This informal group could be contacted informally by publishers of Secondary School French textbooks for it would possess status and communication systems peculiar to itself, not necessarily derived from the formal system. The direction and amount of information flow would be determined by the opinion leaders informally chosen by this group. Katz called such interpersonal relationships acting as channels of information and influencing decision-making, one of the emphases of the two-step communication flow hypothesis.<sup>14</sup> Schramm too acknowledges the fact that ". . . much communication occurs informally outside the neat, formal channels we prepare."<sup>15</sup> Yet he

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<sup>12</sup>Scott, op. cit., p. 541.

<sup>13</sup>Ibid., pp. 541-542.

<sup>14</sup>Elihu Katz, "The Two-Step Flow of Communication: An Up-to-Date Report on an Hypothesis," Current Perspectives in Social Psychology, (eds.) E. P. Hollander and R. G. Hunt, (2nd. ed.), New York: Oxford University Press, 1967), p. 519.

<sup>15</sup>Schramm, op. cit., pp. 503-509.

<sup>12</sup> Schuman, *op. cit.*, pp. 203-207.

<sup>13</sup> Orlitzky, *op. cit.*, pp. 195, 196, 197.

<sup>14</sup> "The Two-Side Effect of Communication," *Journal of Communication*, 1967, 17(2), 10-11. Report on an hypothesis, "General Propositions in Communication," (Eds.), E. P. Hollander and R. G. Harter, (Englewood Cliffs, New Jersey: Prentice-Hall, 1967), p. 219.

<sup>15</sup> Ibid., pp. 101-102.

<sup>16</sup> Schuman, *op. cit.*, pp. 203-207.

maintains the necessity of providing those formal channels to avoid an erratic and haphazard flow of information dependent upon the existence of certain opinion leaders who may or may not continue to hold positions in the formal organizations.

In Secondary School French textbook development and selection, the concern then seems to be that while communication does occur between provincial Secondary School French Curriculum committee members and publishers of Secondary School French textbooks, the information flow does not seem to always follow formal channels. It then must enter informal channels. However, Doll maintains that such a combination of informal and formal means of information-exchange is inevitable and at times even desirable.<sup>16</sup> When information must travel rapidly in an emergency, Thayer believes that informal channels are more useful than formal channels.<sup>17</sup> Yet the formal means for general information-exchange must still exist. This use of informal rather than formal channels of communication of information is, according to Hammond, a characteristic of Western society, even though it is ". . . negatively sanctioned and must be relied upon covertly."<sup>18</sup> Hammond speaks of the "information overload" presently pressuring flow of information through formal channels as being the cause of reliance on informal channels.

The major danger in the sole use of informal channels to convey

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<sup>16</sup>Doll, op. cit., p. 249.

<sup>17</sup>Thayer, op. cit., p. 254.

<sup>18</sup>Hammond, op. cit.



information that could be vital to a decision-making process, is that once ideas pass into informal channels, what happens to those ideas may never be known to more than a few select people. The passage of the information cannot be precisely measured, predicted, controlled, or improved. To avoid such a situation in the information-exchange present in selection of Secondary School French textbooks, it may be necessary to extend certain formal channels of information-exchange that presently exist between the three selected participants. Such extension could be achieved through: (1) specialized units to gather and disseminate information within and between the provincial Curriculum Divisions and publishers of Secondary School French textbooks, (2) a reorganization of the present structure of the formal position-groups to which the three selected participants belong now, and (3) specialized procedures of information-exchange.

If one first examines the media currently in use to obtain and relay information necessary to selection of Secondary School French textbooks, one may note that the respondents in this study frequently stressed the need for more face-to-face communication occurring in small groups. Byrne reported an effort in Alberta in 1958 to establish such contact between curriculum and supervisory staffs of the province through zone meetings. "A member of the curriculum staff spends time with each zone yearly discussing proposals for the publication of additional curriculum materials. This acquaints the superintendents of the province with the efforts of curriculum committees to provide



solutions to instructional problems at the provincial level. At the same time curriculum officials learn at first hand what publications and services might be of value to those directly concerned with improvement programs."<sup>19</sup> This procedure was adopted to ". . . in some degree, remove the present imbalance between the rate of publication and the speed with which published ideas are accepted locally."<sup>20</sup> Perhaps a zone meeting of all members of a provincial Secondary School French Curriculum committee could meet yearly with the publishers of Secondary School French textbooks or their representatives to discuss proposals for new or revised textbooks or the actual merits of current textbooks for that province. Because the time of the provincial Secondary School French Curriculum committee members may be limited, this meeting might have to give a simultaneous hearing to all publishers of Secondary School French textbooks interested in dealing with that province. Frequently the request was made by the responding participants for invitations to be extended to publishers of Secondary School French textbooks to meet with the members of provincial Secondary School French Curriculum committees after the outline of a textbook has been laid down. Members of provincial Secondary School French Curriculum committees felt that their particular provincial needs would be reflected better in Secondary School French textbooks if the publishers would contact them

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<sup>19</sup>Byrne, op. cit., p. 63.

<sup>20</sup>Ibid.



before the editions were finalized. Yet the comment was received from publishers of Secondary School French textbooks that some provinces did not want to see anything until the final products were available.

Another publisher suggested that present contact with provincial Curriculum Divisions would be improved if publishers of Secondary School French textbooks were furnished with interim reports about the work of the provincial Secondary School French Curriculum committee members on the provincial course outlines. The publisher felt his own work on the development of Secondary School French textbooks would be improved if he could have more information about the kind of textbooks the members of provincial Secondary School French Curriculum committees are interested in acquiring and the provincial requirements which will have to be met. Even more important, publishers of Secondary School French textbooks desired to be told why their particular textbooks were judged unsuitable by the members of a particular provincial Secondary School French Curriculum committee so that future textbooks would not repeat the same approach. Other requests mentioned the desirability of reports from provincial Directors of Curriculum notifying publishers of Secondary School French textbooks about intended or impending changes concerning textbook selections. The American Textbook Publishers Institute also raised the point that ". . . after a committee is appointed . . . the [provincial Curriculum Director] should notify publishers by letter that an adoption will be made in a certain field. The notice should include the names and addresses of committee members, information on the kind



of book tentatively desired, the plans for interviews and the schedule for hearings. Such a notice is essential if the committee is expected to examine every appropriate book."<sup>21</sup> Asked to comment, many members of provincial Secondary School French Curriculum committees also suggested that they too were anxious to have more meetings or even regular conferences with publishers of Secondary School French textbooks to iron out problems that could arise and which only face-to-face discussion could handle. Passow points out that such regular opportunities for individuals to have contact with new ideas and practices best occurs through conferences and professional meetings.<sup>22</sup>

The use of a delegate to represent the members of a provincial Secondary School French Curriculum committee might be adopted to parallel the functions performed by the representatives of publishers of Secondary School French textbooks. In this way, information about more than one Secondary School French textbook could be obtained in a shorter amount of time than if all publishers' representatives were to request meetings with all provincial Secondary School French Curriculum committees' members. This delegate could visit various publishers of Secondary School French textbooks and could even take part in a meeting of delegates from other provinces' provincial Secondary School French Curriculum committees at which the various publishers of Secondary School French textbooks would

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<sup>21</sup>American Textbook Publishers Institute, op. cit., p. 68.

<sup>22</sup>H. J. McNally and A. H. Passow, Improving the Quality of Public School Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1960), pp. 311-320.



be represented. Enns notes that ". . . intergroup contacts are often maintained by sending fraternal delegates to major meetings of other groups. This may serve as a communication device insuring that each is informed about the actions of the others and that the point of view of each is kept before the others in their deliberation."<sup>23</sup> Doll proposes that two such "official communicators" should exist in each formal group. One would be resident within the formal group, the other would travel between groups. Doll discusses the function of such delegates in more detail. The requirements upon which assignment to such positions would turn would include: (1) designation by their peers, (2) possession of some skill in communication, and, (3) being one of the best accepted members of their group. It can be seen that this would be an attempt to mesh the informal system with the formal system. With the above characteristics, it is most likely that the personnel chosen would also have been chosen informally by the group to obtain and relay information to the group. However, in the situation proposed by Doll, the personnel chosen would occupy formal positions with authority granted them by their superiors, and thus be part of the formal organization. The functions of such delegates would include: (1) reception of communication from other delegates [of publishers of Secondary School French textbooks and of members of other provincial Secondary School French Curriculum committees], (2) assumption of leadership in transmitting

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<sup>23</sup>F. Enns, "Special Interest Groups," The Canadian Administrator, Vol. III, No. 5 (February, 1964) p. 19.



ideas to and urging an examination of them by his own [provincial Secondary School French Curriculum committee], (3) organization of dyads of the most compatible persons within his [provincial Secondary School French Curriculum committee] to informally converse about these ideas, (4) gathering of the reactions of his [provincial Secondary School French Curriculum committee] to a given set of ideas, (5) transmission of these reactions to the travelling delegate-communicator who may then inform the idea originators about these reactions, and (6) assistance [if he is not the chairman of the provincial Secondary School French Curriculum committee] in the development of new ideas, and in the modification of old ones. Such delegates would then be able to communicate the indigenous thinking of their [provincial Secondary School French Curriculum committees] to other communication units [such as publishers' representatives and other delegates representing other provincial Secondary School French Curriculum committees]. Tenure of such delegates would depend on the support granted them by their own [provincial Secondary School French Curriculum committees].<sup>24</sup>

In this manner, the idea of overlapping group membership would be achieved, encouraging individual members of provincial Secondary School French Curriculum committees to: (1) accept the goals and decisions of the group, (2) seek to influence the goals and decisions of the group so that they are consistent with his own experience and

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<sup>24</sup>R. C. Doll, "Communicating Educational Ideas," Educational Leadership, Vol. 18, No. 2 (November, 1960) pp. 109-111.



his own goals, (3) communicate fully to the other members of the group, (4) welcome communication and influence attempts from the other members, (5) behave so as to help implement the goals and decisions that are seen as most important to the group, and (6) behave in ways calculated to receive support and favourable recognition from members of the group and especially from those whom the individual feels are the more powerful and higher-status members.

There is support for the notion of a continuance of group decision-making within textbook selection in general. If group climate is such that it promotes effective group functioning with accepted leadership, ". . . the motivation is high to communicate accurately all relevant and important information. The group also is apt to be hard on any member who withholds important information from it. Moreover, the group can get ideas to the boss, [the provincial Curriculum Director] that no subordinate dares tell him. As a consequence there is better communication, which brings a better awareness of problems, and better decision-making than with the man-to-man system."<sup>25</sup> If one accepts the existence of the group as a decision-making instrument represented in this study by the members of the provincial Secondary School French Curriculum committees, then attention must turn to how it can be used more effectively in reception and relay of information. Taba states that ". . . both

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<sup>25</sup>R. Likert, "An Overview of New Patterns of Management," Current Perspectives in Social Psychology, (eds.) E. P. Hollander and R. G. Hunt (Second Edition). (New York: Oxford University Press, 1967), p. 584.



the composition . . . and the manner of work needs to be flexible."<sup>26</sup>  
Task differentiation, in the form of smaller sub-groups or individual production assignment for reports to and advice to the group as a whole, may better serve the objectives of committee work. The danger of fixed membership may make the entire committee's activity in performing some new task entirely inappropriate.<sup>27</sup>

The American Textbook Publishers' Institute also suggested qualifications on committee structure and operation in textbook selection. Committees should be small. The smaller the committee, the more seriously it was felt that the members would tend to take their work. Each task should be tailored to meet a specific need, with sufficient time to conduct the necessary readings and study, the interviews, meetings and reports. In their opinion, this time for careful study of materials should occur in the middle of the school year. As they note, the importance of the time factor, was both to set a limitation on the selection study, and to allow for a final choice involving more than "a blindfold grab-bag technique."<sup>28</sup>

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<sup>26</sup>Taba, op. cit., p. 476

<sup>27</sup>Ibid.

<sup>28</sup>American Textbook Publishers' Institute, op. cit., p. 68.



COMMON SELECTION PROCEDURES IN SECONDARY SCHOOL  
FRENCH TEXTBOOK SELECTIONS

A restricted participation in the information-exchanges of Secondary School French textbook selection for the members of provincial Secondary School French Curriculum committees has already been established. Responses about the steps taken by the members of these committees and by provincial Curriculum Directors in the actual adoption or rejection of Secondary School French textbooks indicate frequent use of only a few procedures.

Both members of provincial Secondary School French Curriculum committees and provincial Curriculum Directors seemed to place major emphasis only on personal inspection of Secondary School French textbooks and on the projects involving the trial pilot use of such textbooks. While both of these steps are worthwhile, few respondents indicated that changes were ever made in final editions of Secondary School French textbooks after such inspection or trial use. Two situations could possibly be present. If only one edition in a finalized form is inspected and tried in practice, the selection decision becomes a flat adoption or rejection decision. A second situation could follow that suggested by one publisher. By and large his company develops Secondary School French textbooks for one province and modifies them to meet the demands of other provinces. In this case, he stated that there could be as many as three editions of the same Secondary School French textbook, each with minor variations to suit



particular needs. However, in the responses gathered in this study, there was little support for the idea of locally-sponsored changes in an already-developed textbook. If the "minor variations" did not accurately reflect the needs of the various provinces, there seemed to be little that could be done to modify the editions. Little if any re-trial of Secondary School French textbooks was revealed to occur. With no change-option on the Secondary School French textbooks presented to the provincial Curriculum Directors and the members of the provincial Secondary School French Curriculum committees, these participants were not able to secure a revised edition to place in a re-trial situation. As one member of a provincial Secondary School French Curriculum committee wrote: "I no longer try to suggest to publishers any change or improvement in textbooks sent to me for inspection, as the only time I dared to do this, I was completely ignored. As a committee, we have inspected a few publisher-revised editions and series of Secondary School French textbooks, but I would say that even this was more in a sporadic rather than a systematic fashion."

The frequent use of only a few steps in the adoption or rejection of Secondary School French textbooks, then, by members of these committees, may be the reflection of the amount of participation furnished them in the information-exchanges as noted previously. Isolation of the provincial Secondary School French Curriculum committee members from the publishers of Secondary School French textbooks, the main sources of information about what textbooks are available, may stem from a perceived



difference in the perspectives or motives held by the provincial Curriculum Divisions and the publishers. There is a substantial fear that the publishers of Secondary School French textbooks may have a low commitment to research and a high commitment to promotion. For this reason, provincial Curriculum Directors may curtail competition among publishers of Secondary School French textbooks for the attention of the members of the provincial Secondary School French Curriculum committees. While the American Textbook Publishers Institute admits that the ". . . bookman is an advocate, a salesman, [and] a competitor," it stresses that ". . . school people have nothing to fear from competition among publishers."<sup>29</sup> The Institute feels that "the few excesses . . . [open competition] fosters are of small consequence compared with the benefits."<sup>30</sup> Assuming a shared motive, to develop and select good Secondary School French textbooks, on the part of both sides, the Institute concludes that ". . . in [the] search for desirable procedures for textbook adoptions, school authorities might well give greater attention to those interests they have in common with publishers. And they should welcome competition among publishers rather than fear it and curb it."<sup>31</sup>

Any lack of mutual perception of this commonly held motive in the provincial Curriculum Divisions, may be a result of the weakened,

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<sup>29</sup> Ibid., p. 65.

<sup>30</sup> Ibid.

<sup>31</sup> Ibid.



previously broad, consensus on aims and methods in the educational organization itself. Morrell states the cause of such a weakening to be the increasingly complex systems of human relations through which information must be communicated.<sup>32</sup> Thus, information-exchange difficulties may be factors in the differently perceived motives of the provincial Curriculum Divisions and the publishers in the development and selection of Secondary School French textbooks.

Support for the need for concerted effort by both the provincial Curriculum Divisions and the publishers of Secondary School French textbooks toward the selection of Secondary School French textbooks has been given by Katzenback. He speaks of the mutual interdependence of producers of educational materials and the consumers of those products. He states that he ". . . knows of no market in which a constant orientation to the needs of the customer is more vital to success."<sup>33</sup> By so saying, he belies the supposed danger of free competition among publishers because of profit motives. Rather, competition and a desire for profit should be expected to lead publishers of Secondary School French textbooks to produce the best possible textbooks they can. Katzenback offers a ". . . challenge to the education community--to establish its objectives and to communicate them clearly to . . . [educational industries], to enumerate its problems and to

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<sup>32</sup>Morrell, op. cit., p. 4.

<sup>33</sup>E. L. Katzenback, "Discussion: The Education Industries," Harvard Educational Review, (Cambridge: Harvard University Press, Fall, 1967), p. 119.



tap the resources of [educational] industries in the search for creative solutions, to assert its freedom of choice among the many. . . products offered and to impose upon [educational] industries its sternest criteria for intellectual quality."<sup>34</sup> Holton foresees the time when the ". . . proper shaping of this fundamental pattern of association [between the educational industries, such as publishing companies, and education] will . . . determine the health of the educational enterprise more than any other single factor."<sup>35</sup> Responsibility for this pattern's shaping in interaction then falls to both sides.

COMMUNICATION PATTERNS IN PROPOSALS FOR THE PUBLICATION  
OF LOCALLY DEVELOPED SECONDARY SCHOOL  
FRENCH TEXTBOOK MANUSCRIPTS

According to the responses gathered in this study, there was almost total absence of custom-made Secondary School French textbooks, either developed provincially or by publishers to meet the needs of a specific province. Only three provinces indicated that they did at times produce their own Secondary School French textbooks. When the manuscripts were developed locally and then published by publishers of Secondary School French textbooks, information was exchanged by provincial Curriculum Directors and publishers mainly through letters and interviews. Rarely did the members of provincial Secondary School French

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<sup>34</sup>Ibid.

<sup>35</sup>G. Holton, "Discussion: The Education Industries," Harvard Educational Review, (Cambridge: Harvard University Press, Fall, 1967), pp. 118-119.



Curriculum committees indicate that they entered into proposing publication of locally developed Secondary School French textbook manuscripts. Most of the members answered that to date their only part in Secondary School French textbook production had been in the occasional editing of available textbooks provided by publishers. In such cases, contact occurred through committee work. Many also indicated that they have little to do with the revision of any Secondary School French textbooks in current use in their provinces.

In general, it seemed that most publishers of Secondary School French textbooks developed their own textbooks to meet a common denominator of need across Canada, a denominator the publishers arrived at after getting as much information as they could from the individual provinces. Often, a bellwether province was selected to serve as example of the common provincial needs in Secondary School French instruction. District, area, and system needs, are presumably left to the individual districts, areas, and systems to be reflected in local modifications of the basic textbook provided by the publishers. There was no comment received that would indicate that this procedure was totally inadequate, yet many members of provincial Secondary School French Curriculum committees did suggest certain modifications of this procedure. Many members felt that publishers of Secondary School French textbooks could solicit and accept opinions on the proposed textbooks before finalizing the editions. This might indicate that not all provinces feel they have a completely satisfactory reflection of their



unique needs in the current available Secondary School French textbooks. Again, the publishers themselves added that in most cases, provincial Curriculum Directors will only occasionally accept typescript copies or outlines of forthcoming Secondary School French textbooks. One publisher reported that a book will not usually be seriously considered until it is produced in its final form. Naturally, in such instances, little opportunity would remain for revision or re-trial of the textbook by the provinces.

Many publishers noted that their communicative practices depended upon whether a provincial Department of Education selected Secondary School French textbooks through the operation of a central Curriculum Division or whether a province encouraged each local board to select and purchase its own Secondary School French textbooks. Emphasis in this study has been on the existence of the traditional central office of curriculum development within Canadian provinces, where the provincial Secondary School French curriculum committee members have the delegated legal authority to make textbook selections binding to the rest of the province. Yet recently, a few Canadian provinces have been gradually introducing elements of the decentralized educational system into their curriculum development. In this system, the role of the curriculum textbook committee could be superseded by various arrangements of small, local teacher groups to represent the curriculum needs of each district, area, or system. In such a situation, the focal points for communication research in textbook selection within a province would no longer be the



provincial Curriculum Directors and members of provincial Secondary School French Curriculum committees but rather would be the local teachers themselves in contact with publishers of Secondary School French textbooks.

A group dealing with the topic, "What Organizational Changes Should be Made to Permit Teacher Participation in Curriculum Development?" provided an outline of the committee structure, function, and degree of teacher participation in Ontario curriculum development. At the subject committee level, textbook selection was still made by groups of highly skilled, selected teachers. Of note, however, were the local co-ordinating committees and subject committees who were charged with fitting the provincial textbook selections to local needs. Again teachers formed these committees. To promote greater teacher participation, the group suggested that the Curriculum Branch of the Department of Education could be more thorough in informing teachers of decisions at each level of curriculum development. They suggested that a federation publication could possibly assist in better communication between the Curriculum Branch and the teacher.<sup>36</sup> Specifically in regard to Secondary School French textbook selection in the results of this study, a similar suggestion was made by a member of a provincial Secondary School French Curriculum committee. A common Canadian journal of

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<sup>36</sup>"What Organizational Changes Should be Made to Permit Teacher Participation in Curriculum Development," Curriculum Development for a Decentralized Educational System. (Toronto: Ontario Association for Curriculum Development, November, 1966), p. 9.



Second Language Teaching was proposed to promote information-exchange between the three selected participants.

A second group at the same Ontario conference, discussing "Who Specifically Does What?" felt that "Improved communication at all levels would appear the only method of fostering the understanding and co-operation necessary to build in a satisfactory curriculum. That such changes would be expensive and upset traditionalists is obvious, but efficient public relations via all communications media would certainly allay most fears."<sup>37</sup>

#### Summary

1. In all three stages of information-exchange in Secondary School French textbook selection respondents relied firstly upon a limited number of verbal direct media and secondly upon a limited number of non-verbal indirect media.
2. In the actual selection process respondents mainly relied upon two procedures--inspection of the textbook and occasional trial use of the textbook.
3. Only three of the ten Canadian provinces indicated that they locally developed Secondary School French textbooks or edited similar manuscripts sent to them by publishers.

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<sup>37</sup>"Who Specifically Does What," Curriculum Development for a Decentralized Educational System. (Toronto: Ontario Association for Curriculum Development, November, 1966), p. 18.



GENERAL AIDS TO MORE EFFECTIVE COMMUNICATION IN ANY  
COMMUNICATION DECISION-MAKING PROCESS

If future studies are to concentrate on establishing the degree of efficiency and effectiveness of the present information-exchange routes in Secondary School French textbook selection as they are presently used, they will have to take into account several factors, commonly regarded as being essential to good communication in curriculum development processes. Witt has provided a list of such factors in organization for better communication which includes: (1) development of good human relations, (2) maintenance of a co-operative spirit in the process of communication, (3) provision for interchange of ideas among all vitally concerned participants, (4) communication at levels of interest and understanding of participants, (5) securing of common knowledge of what is communicated, (6) provision of time for communication, (7) provision of needed facilities, materials, and services, (8) comprehensive distribution of curriculum materials, and (9) use of a variety of media.<sup>38</sup> Nearly every one of the above factors was mentioned by the respondents in this study as areas they would like to see improved.

McCloskey too adds that information-exchange, to be effective and efficient, must show evidence of certain principles in the formulation and transmission of the information itself. Briefly summarized,

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<sup>38</sup>Paul Witt, "Effective Communication in Curriculum Development," Teachers College Record, Vol. 51, No. 5 (February, 1950), pp. 286-289.



these principles include the following: (1) use of a priority list of messages, beginning with that information which is most urgently needed for joint understanding, (2) use of an outline of the relevant major and minor points to be included in the message, (3) use of pictures and words chosen to arouse interest, be noticed, inform, and evoke constructive interest, (4) use of a variety of communication media, each combination adapted to the size of the prospective audience of receivers, (5) repetition of important messages in different media, and (6) use of a creditable source--a recognized leader, to transmit messages.<sup>39</sup>

"Beyond promoting the organization of a plan for improving communication. . . ." Doll feels that study must determine if the organization already possesses the following: (1) short lines of communication, maintaining easy access to every level by the leader of any communication unit, (2) use of several small communication units at school level where good communication counts most, (3) arrangements for identification and continued use of emergent leaders, including emergent communicators, as research data seems to indicate their worth in facilitating communication at grass roots level, (4) use of trial or experimental practice of curriculum materials to give leaders ability to base conclusions on concrete evidence of their use to the persons who will use them, (5) personnel, materials and facilities that are required to improve communication, by supporting in-service growth.<sup>40</sup>

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<sup>39</sup>G. McCloskey, "Principles of Communication for Principals," Bulletin of the National Association of Secondary School Principals, Vol. 44, No. 251 (September, 1960), pp. 19-22.

<sup>40</sup>Doll, op. cit., p. 112.



## IMPLICATIONS FOR FUTURE RESEARCH

From the results and subsequent conclusions given in this study, several other areas of concern which merit further investigation have arisen. The committee structure itself, its basis of selection in a centralized provincial educational system could be a factor influencing the way the committee as a group makes curriculum decisions. Comparison of group decision-making procedures occurring in curriculum committees whose membership is fixed, flexible, or some combination of the two could perhaps shed light on the kinds of leadership and information-exchange patterns that develop as a result of a certain kind of membership.

Investigation should be made into the kind and amount of influence the major sources of information in curriculum development decisions exert upon the decision-makers. In textbook selection, study of the influence of the publishers of textbooks, linked to the kind of information they exchange with provincial Curriculum Divisions, could offer much data needed to determine if open competition among publishers for provincial markets should be permitted. Determining the extent of perceived motive differences held by the provincial Curriculum Divisions and publishers of textbooks could lead to ways in which these perceptions could be brought more closely together so that concerted effort would be possible.

Comparative study of information-exchange channels for communication in curriculum development processes by all necessary personnel in both decentralized and centralized provincial education systems would



provide information immediately useful to those provinces currently considering adopting or deleting certain features of both systems.

Repetition of this study in other fields of Secondary and Elementary subject instruction could determine whether or not the information revealed in the information-exchanges in Secondary School French textbook selection would also be present in other curriculum materials selections. It is this study's assumption that similar information would again result.

Developing out of this study are several concerns which could merit investigation. These concerns include the following:

1. A study of communication channels in textbook selection in other subject area fields with comparison of results.
2. A study of the selection and membership of subject area curriculum committees as factors affecting choice of decision-making procedures.
3. Investigation of the kind and amount of influence exerted in textbook selection upon provincial Curriculum Divisions by other participants.
4. A study of the perceived motives of publishing companies and provincial Curriculum Divisions in textbook selection.
5. A study of procedures of textbook selection in centralized and decentralized provincial Curriculum Divisions and comparison of results.



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## A P P E N D I X





June 12, 1968.

Dear Sir:

I am a graduate student in Secondary Education at the University of Alberta, conducting a study of communication channels among the curriculum director of a province, members of the provincial curriculum committee on Secondary French, and publishers. This survey considers the selection, adoption, and evaluation of Secondary French textbooks in Canada in 1967-68. The aim of the study is to provide information not currently available in Canada about existing channels of communication.

Your answers will be kept strictly confidential and anonymous in accordance with professional ethics. I will make no attempt to give separate results for individual provinces, only for Canada as a whole.

In view of the impending postal strike of June 24, could you please return the questionnaire as soon as possible? Knowing this is always a busy time of year, I do especially appreciate your assistance.

Thank you very much for your cooperation.

Yours sincerely,



3. To obtain feedback information from member(s) of provincial Secondary

French Curriculum Committee about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. telegrams	N	S	O	F	A
b. professional conferences you sponsor/attend	1	2	3	4	5
c. letters	1	2	3	4	5
d. evaluative questionnaires	1	2	3	4	5
e. telephone calls	1	2	3	4	5
f. interviews	1	2	3	4	5
g. other (please specify)	1	2	3	4	5

4. When you develop a new or revised French text in your own province, to whom of the following do you submit it for criticism?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT

a. university staff of Education (teaching methods) and/or French (content) Department(s)	N	S	O	F	A
b. rural district supervisor(s) of Modern Languages	1	2	3	4	5
c. individual teacher(s)	1	2	3	4	5
d. Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
e. member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
f. Head(s) of Modern Languages Department(s) of secondary school	1	2	3	4	5
g. urban supervisor(s) of Modern Languages	1	2	3	4	5
h. professional teachers' organization(s)	1	2	3	4	5
i. representative(s) of publisher(s)	1	2	3	4	5
j. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
k. other (please specify)	1	2	3	4	5

QUESTIONNAIRE A

Please complete: Curriculum Director \_\_\_\_\_; Province \_\_\_\_\_

FOR EACH OF THE FOLLOWING QUESTIONS, INDICATE THE ANSWER YOU CHOOSE BY:

CIRCLING THE APPROPRIATE NUMBER:

NEVER	SELDOM	OCCASIONALLY	FREQUENTLY	ALWAYS
1	2	3	4	5

1. In which of the following ways do you contact representative(s) of publishing companies to obtain ideas about the type of new or revised French texts which might fit the needs of your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. speeches and/or informal talks	N	S	O	F	A
b. telephone calls	1	2	3	4	5
c. questionnaires	1	2	3	4	5
d. letters	1	2	3	4	5
e. interviews	1	2	3	4	5
f. telegrams	1	2	3	4	5
g. professional conferences you sponsor/attend	1	2	3	4	5
h. reports	1	2	3	4	5
i. other (please specify)	1	2	3	4	5

2. When you develop a new or revised French text in your own province, in which of the following ways do you propose its publication?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. telegrams	N	S	O	F	A
b. letters	1	2	3	4	5
c. interviews	1	2	3	4	5
d. telephone calls	1	2	3	4	5
e. other (please specify)	1	2	3	4	5

5. In which of the following ways do you generally obtain information from Head of Provincial Secondary French Curriculum Committee about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	interviews	1	2	3	4	5
b.	telegrams	1	2	3	4	5
c.	reviews in professional journals	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	professional conferences you sponsor/attend	1	2	3	4	5
g.	letters	1	2	3	4	5
h.	catalogues and/or booklists	1	2	3	4	5
i.	articles in professional journals	1	2	3	4	5
j.	brochures	1	2	3	4	5
k.	curriculum bulletins	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

6. In which of the following ways do you contact Head of provincial Secondary French Curriculum Committee to obtain ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	professional conferences you sponsor/attend	1	2	3	4	5
b.	letters	1	2	3	4	5
c.	telephone calls	1	2	3	4	5
d.	interviews	1	2	3	4	5
e.	questionnaires	1	2	3	4	5
f.	reports	1	2	3	4	5
g.	speeches and/or informal talks	1	2	3	4	5
h.	telegrams	1	2	3	4	5
i.	other (please specify) _____	1	2	3	4	5

7. In which of the following ways do you relay ideas about the type of new or revised French texts needed in your province to member(s) of provincial Secondary French Curriculum Committee ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	letters	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	speeches and/or informal talks	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	curriculum bulletins	1	2	3	4	5
f.	professional conferences you sponsor/attend	1	2	3	4	5
g.	reports	1	2	3	4	5
h.	telephone calls	1	2	3	4	5
i.	articles in professional journals	1	2	3	4	5
j.	telegrams	1	2	3	4	5
k.	other (please specify) _____	1	2	3	4	5

8. To obtain feedback information about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	evaluative questionnaires	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	telegrams	1	2	3	4	5
d.	personal observation in own province	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	professional conferences you sponsor/attend	1	2	3	4	5
g.	personal observation in other province(s)	1	2	3	4	5
h.	letters	1	2	3	4	5
i.	other (please specify) _____	1	2	3	4	5

9. In which of the following ways do you generally obtain information from representative(s) of publishing companies about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. letters	1	2	3	4	5
b. professional conferences you sponsor/attend	1	2	3	4	5
c. articles in professional journals	1	2	3	4	5
d. visits by representative(s) of publisher(s)	1	2	3	4	5
e. attendance at conferences publisher(s) sponsor	1	2	3	4	5
f. advertisements in trade or professional journals	1	2	3	4	5
g. brochures	1	2	3	4	5
h. telegrams	1	2	3	4	5
i. reviews in professional journals	1	2	3	4	5
j. telephone calls	1	2	3	4	5
k. catalogues and/or booklists	1	2	3	4	5
l. other (please specify)	1	2	3	4	5

10. In which of the following ways do you contact member(s) of provincial Secondary French Curriculum Committee to obtain ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. questionnaires	1	2	3	4	5
b. interviews	1	2	3	4	5
c. reports	1	2	3	4	5
d. speeches and/or informal talks	1	2	3	4	5
e. professional conferences you sponsor/attend	1	2	3	4	5
f. letters	1	2	3	4	5
g. telephone calls	1	2	3	4	5
h. telegrams	1	2	3	4	5
i. other (please specify)	1	2	3	4	5

11. In which of the following ways do you relay ideas about the type of new or revised French texts needed in your province to representative(s) of publishing companies?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. telephone calls	1	2	3	4	5
b. telegrams	1	2	3	4	5
c. reports	1	2	3	4	5
d. curriculum bulletins	1	2	3	4	5
e. articles in professional journals	1	2	3	4	5
f. newsletters	1	2	3	4	5
g. professional conferences you sponsor/attend	1	2	3	4	5
h. speeches and/or informal talks	1	2	3	4	5
i. letters	1	2	3	4	5
j. interviews	1	2	3	4	5
k. other (please specify)	1	2	3	4	5

12. To obtain feedback information from representative(s) of publishing companies about new or revised French texts in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. telephone calls	1	2	3	4	5
b. telegrams	1	2	3	4	5
c. evaluative questionnaires	1	2	3	4	5
d. professional conferences you sponsor/attend	1	2	3	4	5
e. letters	1	2	3	4	5
f. interviews	1	2	3	4	5
g. other (please specify)	1	2	3	4	5

13. To relay feedback information about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	telegrams	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	reports	1	2	3	4	5
d.	articles in professional journals	1	2	3	4	5
e.	newsletters	1	2	3	4	5
f.	letters	1	2	3	4	5
g.	curriculum bulletins	1	2	3	4	5
h.	professional conferences you sponsor/attend	1	2	3	4	5
i.	telephone calls	1	2	3	4	5
j.	manuals accompanying text	1	2	3	4	5
k.	speeches and/or informal talks	1	2	3	4	5
l.	reviews in professional journals	1	2	3	4	5
m.	attendance at conferences publisher(s) sponsor	1	2	3	4	5
n.	other (please specify) _____	1	2	3	4	5

14. When you develop a new or revised French text in your own province, how do you propose its publication to representative(s) of publishing companies?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	telephone calls	1	2	3	4	5
b.	letters	1	2	3	4	5
c.	interviews	1	2	3	4	5
d.	telegrams	1	2	3	4	5
e.	other (please specify) _____	1	2	3	4	5

15. In which of the following ways do you relay ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	curriculum bulletins	1	2	3	4	5
b.	telephone calls	1	2	3	4	5
c.	reports	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	speeches and/or informal talks	1	2	3	4	5
f.	interviews	1	2	3	4	5
g.	articles in professional journals	1	2	3	4	5
h.	telegrams	1	2	3	4	5
i.	letters	1	2	3	4	5
j.	professional conferences you sponsor/attend	1	2	3	4	5
k.	other (please specify) _____	1	2	3	4	5

16. To whom do you relay ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT		N S O F A				
a.	urban supervisor(s) of Modern Languages	1	2	3	4	5
b.	Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
c.	superintendent(s) and/or principal(s)	1	2	3	4	5
d.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
e.	representative(s) of publisher(s)	1	2	3	4	5
f.	individual teacher(s)	1	2	3	4	5
g.	member(s) of provincial Secondary French Curriculum Committee	1	2	3	4	5
h.	professional teachers' organization(s)	1	2	3	4	5
i.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
j.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
k.	representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

17. Choose the steps you take before deciding to adopt or reject a new or revised French text for your province.

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. interviews	1	2	3	4	5
b. trial of text	1	2	3	4	5
c. observation of re-trial of text	1	2	3	4	5
d. inspection of text	1	2	3	4	5
e. conferences you sponsor/attend	1	2	3	4	5
f. changes in text based on re-trial	1	2	3	4	5
g. observation of trial of text	1	2	3	4	5
h. changes in text based on trial	1	2	3	4	5
i. re-trial of text	1	2	3	4	5
j. evaluation of trial of text	1	2	3	4	5
k. changes in text based on experience(s) elsewhere	1	2	3	4	5
l. evaluation of re-trial of text	1	2	3	4	5
m. other (please specify) _____	1	2	3	4	5

18. When you develop a new or revised French text in your own province, how do you propose its publication to member(s) of provincial Secondary French Curriculum Committee ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. interviews	1	2	3	4	5
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. telephone calls	1	2	3	4	5
e. other (please specify) _____	1	2	3	4	5

19. In which of the following ways do you generally obtain information from member(s) of provincial Secondary French Curriculum Committee about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. newsletters	1	2	3	4	5
b. brochures	1	2	3	4	5
c. professional conferences you sponsor/attend	1	2	3	4	5
d. curriculum bulletins	1	2	3	4	5
e. articles in professional journals	1	2	3	4	5
f. telegrams	1	2	3	4	5
g. catalogues and/or booklists	1	2	3	4	5
h. reviews in professional journals	1	2	3	4	5
i. interviews	1	2	3	4	5
j. telephone calls	1	2	3	4	5
k. letters	1	2	3	4	5
l. other (please specify) _____	1	2	3	4	5

20. To obtain feedback information from Head of provincial Secondary French Curriculum Committee about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. professional conferences you sponsor/attend	1	2	3	4	5
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. interviews	1	2	3	4	5
e. telephone calls	1	2	3	4	5
f. evaluative questionnaires	1	2	3	4	5
g. other (please specify) _____	1	2	3	4	5

21. From which of the following sources do you obtain information about

new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	professional conferences you sponsor/attend	1	2	3	4	5
b.	reviews in professional journals	1	2	3	4	5
c.	observation and/or experience in own province	1	2	3	4	5
d.	member(s) of provincial Secondary French Curriculum Committee	1	2	3	4	5
e.	representative(s) of publisher(s)	1	2	3	4	5
f.	professional teachers' organization(s)	1	2	3	4	5
g.	individual teacher(s)	1	2	3	4	5
h.	observation and/or experience in other province(s)	1	2	3	4	5
i.	advertisements in trade or professional journals	1	2	3	4	5
j.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
k.	articles in professional journals	1	2	3	4	5
l.	Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
m.	urban supervisor(s) of Modern Languages	1	2	3	4	5
n.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
o.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
p.	representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
q.	attendance at conferences publisher(s) sponsor	1	2	3	4	5
r.	other (please specify) _____	1	2	3	4	5

22. Which of the following sources do you generally rely upon to obtain

ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
b.	urban supervisor(s) of Modern Languages	1	2	3	4	5
c.	Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
d.	representative(s) of publisher(s)	1	2	3	4	5
e.	articles in professional journals	1	2	3	4	5
f.	advertisements in trade or professional journals	1	2	3	4	5
g.	professional conferences you sponsor/attend	1	2	3	4	5
h.	reviews in professional journals	1	2	3	4	5
i.	observation and/or experience in own province	1	2	3	4	5
j.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
k.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
l.	member(s) of provincial Secondary French Curriculum Committee	1	2	3	4	5
m.	superintendent(s) and/or principal(s)	1	2	3	4	5
n.	observation and/or experience in other province(s)	1	2	3	4	5
o.	professional teachers' organization(s)	1	2	3	4	5
p.	individual teacher(s)	1	2	3	4	5
q.	attendance at conferences publisher(s) sponsor	1	2	3	4	5
r.	representative(s) of Department of Education provincial Curriculum Branch	1	2	3	4	5
s.	other (please specify) _____	1	2	3	4	5

23. To relay feedback information to representative(s) of publishing companies about new or revised French texts in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. newsletters	1	2	3	4	5
b. telephone calls	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. speeches and/or informal talks	1	2	3	4	5
e. interviews	1	2	3	4	5
f. reviews in professional journals	1	2	3	4	5
g. reports	1	2	3	4	5
h. letters	1	2	3	4	5
i. articles in professional journals	1	2	3	4	5
j. manuals accompanying text	1	2	3	4	5
k. curriculum bulletins	1	2	3	4	5
l. professional conferences you sponsor/attend	1	2	3	4	5
m. attendance at conferences publisher(s) sponsor	1	2	3	4	5
n. other (please specify) _____	1	2	3	4	5

24. In which of the following ways do you relay ideas about the type of new or revised French texts needed in your province to Head of provincial Secondary French Curriculum Committee ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. articles in professional journals	1	2	3	4	5
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. professional conferences you sponsor/attend	1	2	3	4	5
e. newsletters	1	2	3	4	5
f. telephone calls	1	2	3	4	5
g. interviews	1	2	3	4	5
h. curriculum bulletins	1	2	3	4	5
i. reports	1	2	3	4	5
j. speeches and/or informal talks	1	2	3	4	5
k. other (please specify) _____	1	2	3	4	5

25. To relay feedback information to Head of provincial Secondary French Curriculum Committee about new or revised French texts in use in your province, which of the following do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. letters	1	2	3	4	5
b. professional conferences you sponsor/attend	1	2	3	4	5
c. articles in professional journals	1	2	3	4	5
d. telegrams	1	2	3	4	5
e. reviews in professional journals	1	2	3	4	5
f. telephone calls	1	2	3	4	5
g. interviews	1	2	3	4	5
h. speeches and/or informal talks	1	2	3	4	5
i. curriculum bulletins	1	2	3	4	5
j. reports	1	2	3	4	5
k. manuals accompanying text	1	2	3	4	5
l. newsletters	1	2	3	4	5
m. other (please specify) _____	1	2	3	4	5

26. To obtain feedback information about a new or revised French text in use in your province, whom of the following do you contact?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT	N	S	O	F	A
a. principal(s) and/or superintendent(s)	1	2	3	4	5
b. rural district supervisor(s) of Modern Languages	1	2	3	4	5
c. member(s) of provincial Secondary French Curriculum Committee	1	2	3	4	5
d. representative(s) of publisher(s)	1	2	3	4	5
e. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
f. professional teachers' organization(s)	1	2	3	4	5
g. Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
h. Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
i. urban supervisor(s) of Modern Languages	1	2	3	4	5
j. individual teacher(s)	1	2	3	4	5
k. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
l. other (please specify) _____	1	2	3	4	5

27. To relay feedback information to member(s) of provincial Secondary French Curriculum Committee about new or revised French texts in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. articles in professional journals	1	2	3	4	5
b. reports	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. professional conferences you sponsor/attend	1	2	3	4	5
e. newsletters	1	2	3	4	5
f. interviews	1	2	3	4	5
g. telephone calls	1	2	3	4	5
h. manuals accompanying text	1	2	3	4	5
i. reviews in professional journals	1	2	3	4	5
j. speeches and/or informal talks	1	2	3	4	5
k. curriculum bulletins	1	2	3	4	5
l. letters	1	2	3	4	5
m. other (please specify)	1	2	3	4	5

28. When you develop a new or revised French text in your own province, how do you propose its publication to Head of Secondary French provincial Curriculum Committee ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. telegrams	1	2	3	4	5
b. telephone calls	1	2	3	4	5
c. letters	1	2	3	4	5
d. interviews	1	2	3	4	5
e. other (Please specify)	1	2	3	4	5

29. In which of the following ways do you contact sources of information about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. telegrams	1	2	3	4	5
b. visits to own province	1	2	3	4	5
c. questionnaires	1	2	3	4	5
d. speeches and/or informal talks	1	2	3	4	5
e. telephone calls	1	2	3	4	5
f. reports	1	2	3	4	5
g. newsletters	1	2	3	4	5
h. letters	1	2	3	4	5
i. interviews	1	2	3	4	5
j. visits to other province(s)	1	2	3	4	5
k. articles in professional journals	1	2	3	4	5
l. reviews in professional journals	1	2	3	4	5
m. professional conferences you sponsor/attend	1	2	3	4	5
n. other (please specify)	1	2	3	4	5

30. When you obtain feedback information about a new or revised French text in use in your province, to whom in the province do you relay the ideas?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT		N	S	O	F	A
a.	representative(s) of publisher(s)	1	2	3	4	5
b.	member(s) of provincial Secondary French Curriculum Committee	1	2	3	4	5
c.	principal(s) and/or superintendent(s)	1	2	3	4	5
d.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
e.	Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
f.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
g.	professional teachers' organization(s)	1	2	3	4	5
h.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
i.	individual teacher(s)	1	2	3	4	5
j.	urban supervisor(s) of Modern Languages	1	2	3	4	5
k.	representatives of provincial Department of Education Curriculum Branch	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

31. In which of the following ways do you obtain information about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	catalogues and/or booklists	1	2	3	4	5
b.	professional conferences you attend/sponsor	1	2	3	4	5
c.	newsletters	1	2	3	4	5
d.	telegrams	1	2	3	4	5
e.	interviews	1	2	3	4	5
f.	visits to other province(s)	1	2	3	4	5
g.	attendance at conferences publisher(s) sponsor	1	2	3	4	5
h.	telephone calls	1	2	3	4	5
i.	curriculum bulletins	1	2	3	4	5
j.	brochures	1	2	3	4	5
k.	articles in professional journals	1	2	3	4	5
l.	reviews in professional journals	1	2	3	4	5
m.	advertisements in trade or professional journals	1	2	3	4	5
n.	letters	1	2	3	4	5
o.	visits by representative(s) of publisher(s)	1	2	3	4	5
p.	other (please specify) _____	1	2	3	4	5

COMMENT

On the basis of your experience to date, is there any way that communication channels between Curriculum Committee member, Curriculum Director, and publisher may be improved?



June 12, 1968.

Dear Sir:

I am a graduate student in Secondary Education at the University of Alberta, conducting a study of communication channels among the curriculum director of a province, members of the provincial curriculum committee on Secondary French, and publishers. This survey considers the selection, adoption, and evaluation of Secondary French textbooks in Canada in 1967-68. The aim of the study is to provide information not currently available in Canada about existing channels of communication.

Your answers will be kept strictly confidential and anonymous in accordance with professional ethics. I will make no attempt to give separate results for individual provinces, only for Canada as a whole.

In view of the impending postal strike of June 24, could you please return the questionnaire as soon as possible? Knowing this is always a busy time of year, I do especially appreciate your assistance.

Thank you very much for your cooperation.

Yours sincerely,



QUESTIONNAIRE B

Please complete: Committee Head \_\_\_\_\_ or member \_\_\_\_\_; Province \_\_\_\_\_

FOR EACH OF THE FOLLOWING QUESTIONS, INDICATE THE ANSWER YOU CHOOSE BY

CIRCLING THE APPROPRIATE NUMBER:

NEVER SELDON OCCASIONALLY FREQUENTLY ALWAYS

1 2 3 4 5

1. In which of the following ways do you contact representative(s) of publishing companies to obtain ideas about the type of new or revised French texts which might fit the needs of your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. speeches and/or informal talks              | N | S | O | F | A |
| b. telephone calls                             | 1 | 2 | 3 | 4 | 5 |
| c. questionnaires                              | 1 | 2 | 3 | 4 | 5 |
| d. letters                                     | 1 | 2 | 3 | 4 | 5 |
| e. interviews                                  | 1 | 2 | 3 | 4 | 5 |
| f. telegrams                                   | 1 | 2 | 3 | 4 | 5 |
| g. professional conferences you sponsor/attend | 1 | 2 | 3 | 4 | 5 |
| h. reports                                     | 1 | 2 | 3 | 4 | 5 |
| i. other (please specify) _____                | 1 | 2 | 3 | 4 | 5 |

2. When you develop a new or revised French text yourself, in which of the following ways do you propose its publication?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

- |                                 |   |   |   |   |   |
|---------------------------------|---|---|---|---|---|
| a. telegrams                    | N | S | O | F | A |
| b. letters                      | 1 | 2 | 3 | 4 | 5 |
| c. interviews                   | 1 | 2 | 3 | 4 | 5 |
| d. telephone calls              | 1 | 2 | 3 | 4 | 5 |
| e. other (please specify) _____ | 1 | 2 | 3 | 4 | 5 |

3. To obtain feedback information from provincial Curriculum Director about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. telegrams                                   | N | S | O | F | A |
| b. professional conferences you sponsor/attend | 1 | 2 | 3 | 4 | 5 |
| c. letters                                     | 1 | 2 | 3 | 4 | 5 |
| d. evaluative questionnaires                   | 1 | 2 | 3 | 4 | 5 |
| e. telephone calls                             | 1 | 2 | 3 | 4 | 5 |
| f. interviews                                  | 1 | 2 | 3 | 4 | 5 |
| g. other (please specify) _____                | 1 | 2 | 3 | 4 | 5 |

4. When you develop a new or revised French text yourself, to whom of the following do you submit it for criticism?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| a. university staff of Education (teaching methods) and/or French (content) Department(s) | N | S | O | F | A |
| b. rural district supervisor(s) of Modern Languages                                       | 1 | 2 | 3 | 4 | 5 |
| c. individual teacher(s)  | 1 | 2 | 3 | 4 | 5 |
| d. Head of provincial Secondary French Curriculum Committee                               | 1 | 2 | 3 | 4 | 5 |
| e. provincial Curriculum Director   | 1 | 2 | 3 | 4 | 5 |
| f. Head(s) of Modern Languages Department(s) of secondary school(s)                       | 1 | 2 | 3 | 4 | 5 |
| g. urban supervisor(s) of Modern Languages  | 1 | 2 | 3 | 4 | 5 |
| h. professional teachers' organization(s)   | 1 | 2 | 3 | 4 | 5 |
| i. representative(s) of provincial Department of Education Curriculum Branch              | 1 | 2 | 3 | 4 | 5 |
| j. other (please specify) _____   | 1 | 2 | 3 | 4 | 5 |



5. In which of the following ways do you generally obtain information from head of provincial Secondary French Curriculum Committee about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	interviews	1	2	3	4	5
b.	telegrams	1	2	3	4	5
c.	reviews in professional journals	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	professional conference you sponsor/attend	1	2	3	4	5
g.	letters	1	2	3	4	5
h.	catalogues and/or booklists	1	2	3	4	5
i.	articles in professional journals	1	2	3	4	5
j.	brochures	1	2	3	4	5
k.	curriculum bulletins	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

6. In which of the following ways do you contact Head of provincial Secondary French Curriculum Committee to obtain ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
a.	professional conferences you sponsor/attend	1	2	3 4 5
b.	letters	1	2	3 4 5
c.	telephone calls	1	2	3 4 5
d.	interviews	1	2	3 4 5
e.	questionnaires	1	2	3 4 5
f.	reports	1	2	3 4 5
g.	speeches and/or informal talks	1	2	3 4 5
h.	telegrams	1	2	3 4 5
i.	other (please specify)	1	2	3 4 5

7. In which of the following ways do you relay new ideas about the type of new or revised French texts needed in your province to provincial Curriculum Director ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	P	A
a.	letters	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	speeches and/or informal talks	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	curriculum bulletins	1	2	3	4	5
f.	professional conferences you sponsor/attend	1	2	3	4	5
g.	reports	1	2	3	4	5
h.	telephone calls	1	2	3	4	5
i.	articles in professional journals	1	2	3	4	5
j.	telegrams	1	2	3	4	5
k.	other (please specify)	1	2	3	4	5

8. To obtain feedback information about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	evaluative questionnaires	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	telegrams	1	2	3	4	5
d.	personal observation in own province	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	professional conferences you sponsor/attend	1	2	3	4	5
g.	personal observation in other provinces	1	2	3	4	5
h.	letters	1	2	3	4	5
i.	other (please specify)	1	2	3	4	5



9. In which of the following ways do you generally obtain information from representative(s) of publishing companies about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE									
	N	S	O	F	A				
a. letters	1	2	3	4	5				
b. professional conferences you sponsor/attend	1	2	3	4	5				
c. articles in professional journals	1	2	3	4	5				
d. visits by representative(s) of publisher(s)	1	2	3	4	5				
e. attendance at conferences publisher(s) sponsor	1	2	3	4	5				
f. advertisements in trade or professional journals	1	2	3	4	5				
g. brochures	1	2	3	4	5				
h. telegrams	1	2	3	4	5				
i. reviews in professional journals	1	2	3	4	5				
j. telephone calls	1	2	3	4	5				
k. catalogues and/or booklists	1	2	3	4	5				
l. other (please specify)	1	2	3	4	5				

10. In which of the following ways do you contact provincial Curriculum Director to obtain ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE									
	N	S	O	F	A				
a. questionnaires	1	2	3	4	5				
b. interviews	1	2	3	4	5				
c. reports	1	2	3	4	5				
d. speeches and/or informal talks	1	2	3	4	5				
e. professional conferences you sponsor/attend	1	2	3	4	5				
f. letters	1	2	3	4	5				
g. telephone calls	1	2	3	4	5				
h. other (please specify)	1	2	3	4	5				

11. In which of the following ways do you relay ideas about the type of new or revised French texts needed in your province to representative(s) of publishing companies?

CIRCLE NUMBER INDICATING FREQUENCY OF USE									
	N	S	O	F	A				
a. telephone calls	1	2	3	4	5				
b. telegrams	1	2	3	4	5				
c. reports	1	2	3	4	5				
d. curriculum bulletins	1	2	3	4	5				
e. articles in professional journals	1	2	3	4	5				
f. newsletters	1	2	3	4	5				
g. professional conferences you sponsor/attend	1	2	3	4	5				
h. speeches and/or informal talks	1	2	3	4	5				
i. letters	1	2	3	4	5				
j. interviews	1	2	3	4	5				
k. other (please specify)	1	2	3	4	5				

12. To obtain feedback information from representative(s) of publishing companies about new or revised French texts in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE									
	N	S	O	F	A				
a. telephone calls	1	2	3	4	5				
b. telegrams	1	2	3	4	5				
c. evaluative questionnaires	1	2	3	4	5				
d. professional conferences you sponsor/attend	1	2	3	4	5				
e. letters	1	2	3	4	5				
f. interviews	1	2	3	4	5				
g. other (please specify)	1	2	3	4	5				



13. To relay feedback information about a new or revised French text

in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. telegrams	1	2	3	4	5
b. interviews	1	2	3	4	5
c. reports	1	2	3	4	5
d. articles in professional journals	1	2	3	4	5
e. newsletters	1	2	3	4	5
f. letters	1	2	3	4	5
g. curriculum bulletins	1	2	3	4	5
h. professional conferences you sponsor/attend	1	2	3	4	5
i. telephone calls	1	2	3	4	5
j. manuals accompanying text	1	2	3	4	5
k. speeches and/or informal talks	1	2	3	4	5
l. reviews in professional journals	1	2	3	4	5
m. other (please specify) _____	1	2	3	4	5

14. When you develop a new or revised French text yourself, how do you  
propose its publication to representative(s) of publishing  
companies ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. telephone calls	1	2	3	4	5
b. letters	1	2	3	4	5
c. interviews	1	2	3	4	5
d. telegrams	1	2	3	4	5
e. other (please specify) _____	1	2	3	4	5

15. In which of the following ways do you relay ideas about the type of  
new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. curriculum bulletins	1	2	3	4	5
b. telephone calls	1	2	3	4	5
c. reports	1	2	3	4	5
d. newsletters	1	2	3	4	5
e. speeches and/or informal talks	1	2	3	4	5
f. interviews	1	2	3	4	5
g. articles in professional journals	1	2	3	4	5
h. telegrams	1	2	3	4	5
i. letters	1	2	3	4	5
j. professional conferences you sponsor/attend	1	2	3	4	5
k. other (please specify) _____	1	2	3	4	5

16. To whom do you relay new ideas about the type of new or revised French  
texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT

	N	S	O	F	A
a. urban supervisor(s) of Modern Languages	1	2	3	4	5
b. Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
c. superintendent(s) and/or principal(s)	1	2	3	4	5
d. Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
e. representative(s) of publisher(s)	1	2	3	4	5
f. individual teacher(s)	1	2	3	4	5
g. provincial Curriculum Director	1	2	3	4	5
h. professional teacher's organization(s)	1	2	3	4	5
i. rural district supervisor(s) of Modern Languages	1	2	3	4	5
j. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
k. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
l. other (please specify) _____	1	2	3	4	5



17. Choose the steps you take before deciding to adopt or reject a new or revised French text for your province.

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. interviews	1	2	3	4 5
b. trial of text	1	2	3	4 5
c. observation of re-trial of text	1	2	3	4 5
d. inspection of text	1	2	3	4 5
e. professional conferences you sponsor/attend	1	2	3	4 5
f. changes in text based on re-trial	1	2	3	4 5
g. observation of trial of text	1	2	3	4 5
h. changes in text based on trial	1	2	3	4 5
i. re-trial of text	1	2	3	4 5
j. evaluation of trial of text	1	2	3	4 5
k. changes in text based on experience(s) elsewhere	1	2	3	4 5
l. evaluation of re-trial of text	1	2	3	4 5
m. other (please specify)	1	2	3	4 5

18. When you develop a new or revised French text yourself, how do you

propose its publication to provincial Curriculum Director(s)?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. interviews	1	2	3	4 5
b. letters	1	2	3	4 5
c. telegrams	1	2	3	4 5
d. telephone calls	1	2	3	4 5
e. other (please specify)	1	2	3	4 5

19. In which of the following ways do you generally obtain information from provincial Curriculum Director(s) about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. newsletters	1	2	3	4 5
b. brochures	1	2	3	4 5
c. professional conferences you sponsor/attend	1	2	3	4 5
d. curriculum bulletins	1	2	3	4 5
e. articles in professional journals	1	2	3	4 5
f. telegrams	1	2	3	4 5
g. catalogues and/or booklists	1	2	3	4 5
h. reviews in professional journals	1	2	3	4 5
i. interviews	1	2	3	4 5
j. telephone calls	1	2	3	4 5
k. letters	1	2	3	4 5
l. other (please specify)	1	2	3	4 5

20. To obtain feedback information from Head of provincial Secondary

French Curriculum Committee about a new or revised French text in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. professional conference you sponsor/attend	1	2	3	4 5
b. letters	1	2	3	4 5
c. telegrams	1	2	3	4 5
d. interviews	1	2	3	4 5
e. telephone calls	1	2	3	4 5
f. evaluative questionnaires	1	2	3	4 5
g. other (please specify)	1	2	3	4 5



11B

21. From which of the following sources do you obtain information about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. professional conferences you sponsor/attend	1	2	3	4 5
b. reviews in professional journals	1	2	3	4 5
c. observation and/or experience in own province	1	2	3	4 5
d. Provincial Curriculum Director	1	2	3	4 5
e. representative(s) of publisher(s)	1	2	3	4 5
f. professional teacher's organization(s)	1	2	3	4 5
g. individual teacher(s)	1	2	3	4 5
h. observation and/or experience in other province(s)	1	2	3	4 5
i. advertisements in trade or professional journals	1	2	3	4 5
j. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4 5
k. articles in professional journals	1	2	3	4 5
l. Head of provincial Secondary French Curriculum Committee(s)	1	2	3	4 5
m. urban supervisor(s) of Modern Languages	1	2	3	4 5
n. Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4 5
o. rural district supervisor(s) of Modern Languages	1	2	3	4 5
p. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4 5
q. attendance at conferences publisher(s) sponsor	1	2	3	4 5
r. other (please specify) _____	1	2	3	4 5

12B

22. Which of the following sources do you generally rely upon to obtain ideas about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4 5
b. urban supervisor(s) of Modern Languages	1	2	3	4 5
c. Head of provincial Secondary French Curriculum Committee	1	2	3	4 5
d. representative(s) of publishing companies	1	2	3	4 5
e. articles in professional journals	1	2	3	4 5
f. advertisements in trade or professional journals	1	2	3	4 5
g. professional conferences you sponsor/attend	1	2	3	4 5
h. reviews in professional journals	1	2	3	4 5
i. observation and/or experience in own province	1	2	3	4 5
j. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4 5
k. rural district supervisor(s) of Modern Languages	1	2	3	4 5
l. provincial Curriculum Director	1	2	3	4 5
m. superintendent(s) and/or principal(s)	1	2	3	4 5
n. observation and/or experience in other province(s)	1	2	3	4 5
o. professional teacher's organization(s)	1	2	3	4 5
p. individual teacher(s)	1	2	3	4 5
q. attendance at conferences publisher(s) sponsor	1	2	3	4 5
r. representative(s) of Department of Education provincial Curriculum Branch	1	2	3	4 5
s. other (please specify) _____	1	2	3	4 5



23. To relay feedback information to representative(s) of publishing

companies about new or revised French texts in use in your province,

which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. newsletters	1	2	3	4	5
b. telephone calls	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. speeches and/or informal talks	1	2	3	4	5
e. interviews	1	2	3	4	5
f. reviews in professional journals	1	2	3	4	5
g. reports	1	2	3	4	5
h. letters	1	2	3	4	5
i. articles in professional journals	1	2	3	4	5
j. manuals accompanying text	1	2	3	4	5
k. curriculum bulletins	1	2	3	4	5
l. professional conferences you sponsor/attend	1	2	3	4	5
m. attendance at conferences publisher(s) sponsor	1	2	3	4	5
n. other (please specify)	1	2	3	4	5

24. In which of the following ways do you relay ideas about the type of

new or revised French texts needed in your province to Head of

provincial French Curriculum Committee ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	C	F	A
a. articles in professional journals	1	2	3	4	5
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. professional conferences you sponsor/attend	1	2	3	4	5
e. newsletters	1	2	3	4	5
f. telephone calls	1	2	3	4	5
g. interviews	1	2	3	4	5
h. curriculum bulletins	1	2	3	4	5
i. reports	1	2	3	4	5
j. speeches and/or informal talks	1	2	3	4	5
k. other (please specify)	1	2	3	4	5



25. To relay feedback information to Head of provincial Secondary French Curriculum Committee about new or revised French texts in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. letters	1	2	3	4	5
b. professional conferences you sponsor/attend	1	2	3	4	5
c. articles in professional journals	1	2	3	4	5
d. telegrams	1	2	3	4	5
e. reviews in professional journals	1	2	3	4	5
f. telephone calls	1	2	3	4	5
g. interviews	1	2	3	4	5
h. speeches and/or informal talks	1	2	3	4	5
i. curriculum bulletins	1	2	3	4	5
j. reports	1	2	3	4	5
k. manuals accompanying text	1	2	3	4	5
l. newsletters	1	2	3	4	5
m. other (please specify) _____	1	2	3	4	5

26. To obtain feedback information about a new or revised French text in use in your province, whom of the following do you contact?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT	N	S	O	F	A
a. principal(s) and/or superintendent(s)	1	2	3	4	5
b. rural district supervisor(s) of Modern Languages	1	2	3	4	5
c. provincial Curriculum Director	1	2	3	4	5
d. representative(s) of publishing companies	1	2	3	4	5
e. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
f. professional teachers' organization(s)	1	2	3	4	5
g. Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
h. Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
i. urban supervisor(s) of Modern Languages	1	2	3	4	5
j. individual teacher(s)	1	2	3	4	5
k. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
l. other (please specify) _____	1	2	3	4	5



27. To relay feedback information to provincial Curriculum Director about new or revised French texts in use in your province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	articles in professional journals	1	2	3	4	5
b.	reports	1	2	3	4	5
c.	telegrams	1	2	3	4	5
d.	professional conferences you sponsor/attend	1	2	3	4	5
e.	newsletters	1	2	3	4	5
f.	interviews	1	2	3	4	5
g.	telephone calls	1	2	3	4	5
h.	manuals accompanying text	1	2	3	4	5
i.	reviews in professional journals	1	2	3	4	5
j.	speeches and/or informal talks	1	2	3	4	5
k.	curriculum bulletins	1	2	3	4	5
l.	letters	1	2	3	4	5
m.	other (please specify) _____	1	2	3	4	5

28. When you develop a new or revised French text yourself, how do you propose its publication to Head of provincial Secondary French Curriculum Committee ?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	telegrams	1	2	3	4	5
b.	telephone calls	1	2	3	4	5
c.	letters	1	2	3	4	5
d.	interviews	1	2	3	4	5
e.	other (please specify) _____	1	2	3	4	5

29. In which of the following ways do you contact sources of information about the type of new or revised French texts needed in your province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	telegrams	1	2	3	4	5
b.	visits to own province	1	2	3	4	5
c.	questionnaires	1	2	3	4	5
d.	speeches and/or informal talks	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	reports	1	2	3	4	5
g.	newsletters	1	2	3	4	5
h.	letters	1	2	3	4	5
i.	interviews	1	2	3	4	5
j.	visits to other province(s)	1	2	3	4	5
k.	articles in professional journals	1	2	3	4	5
l.	reviews in professional journals	1	2	3	4	5
m.	professional conferences you sponsor/attend	1	2	3	4	5
n.	other (please specify) _____	1	2	3	4	5



31. In which of the following ways do you obtain information about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	catalogues and/or booklists	1	2	3	4	5
b.	professional conferences you sponsor/attend	1	2	3	4	5
c.	newsletters	1	2	3	4	5
d.	telegrams	1	2	3	4	5
e.	interviews	1	2	3	4	5
f.	visits to other province(s)	1	2	3	4	5
g.	attendance at conferences publisher(s) sponsor	1	2	3	4	5
h.	telephone calls	1	2	3	4	5
i.	curriculum bulletins	1	2	3	4	5
j.	brochures	1	2	3	4	5
k.	articles in professional journals	1	2	3	4	5
l.	reviews in professional journals	1	2	3	4	5
m.	advertisements in trade or professional journals	1	2	3	4	5
n.	letters	1	2	3	4	5
o.	visits by representative(s) of publisher(s)	1	2	3	4	5
p.	other (please specify) _____	1	2	3	4	5

COMMENT

On the basis of your experience to date, is there any way that communication channels between Curriculum Committee member, Curriculum Director, and publisher may be improved?

30. When you obtain feedback information about a new or revised French text in use in your province, to whom do you relay the ideas?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT		N	S	O	F	A
a.	representative(s) of publishing companies	1	2	3	4	5
b.	provincial Curriculum Director	1	2	3	4	5
c.	principal(s) and/or superintendent(s)	1	2	3	4	5
d.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
e.	Head of provincial Secondary French Curriculum Committee	1	2	3	4	5
f.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
g.	professional teachers' organization(s)	1	2	3	4	5
h.	university staff of Education (teaching methods) and/of French (content) Department(s)	1	2	3	4	5
i.	individual teacher(s)	1	2	3	4	5
j.	urban supervisor(s) of Modern Languages	1	2	3	4	5
k.	representatives of provincial Department of Education Curriculum Branch	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5





June 12, 1968.

Dear Sir:

I am a graduate student in Secondary Education at the University of Alberta, conducting a study of communication channels among the curriculum director of a province, members of the provincial curriculum committee on Secondary French, and publishers. This survey considers the selection, adoption, and evaluation of Secondary French textbooks in Canada in 1967-68. The aim of the study is to provide information not currently available in Canada about existing channels of communication.

I am including three identical questionnaires which may be necessary if your firm has separate editorial, sales, and publicity departments.

Your answers will be kept strictly confidential and anonymous in accordance with professional ethics. I will make no attempt to give separate results for individual provinces, only for Canada as a whole.

In view of the impending postal strike of June 24, could you please return the questionnaire as soon as possible? Knowing this is always a busy time of year, I do especially appreciate your assistance.

Thank you very much for your cooperation.

Yours sincerely,



Please complete: Publisher \_\_\_\_\_

FOR EACH OF THE FOLLOWING QUESTIONS, INDICATE THE ANSWER YOU CHOOSE BY:

CIRCLING THE APPROPRIATE NUMBER:

NEVER 1 SELDOM 2 OCCASIONALLY 3 FREQUENTLY 4 ALWAYS 5

1. In which of the following ways do you contact provincial Curriculum

Director(s) to obtain ideas about the type of new or revised French

texts needed in a province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. speeches and/or informal talks N S O F A 1 2 3 4 5  
b. telephone calls 1 2 3 4 5  
c. questionnaires 1 2 3 4 5  
d. letters 1 2 3 4 5  
e. interviews 1 2 3 4 5  
f. telegrams 1 2 3 4 5  
g. professional conferences you attend 1 2 3 4 5  
h. visits by representative(s) 1 2 3 4 5  
i. conferences you sponsor 1 2 3 4 5  
j. other (please specify) \_\_\_\_\_ 1 2 3 4 5

2. When you decide that there is a market for a new or revised French text

in a province, how do you contact Head(s) of provincial Secondary French

Curriculum Committee(s) to have a suitable manuscript developed?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. telegrams N S O F A 1 2 3 4 5  
b. telephone calls 1 2 3 4 5  
c. letters 1 2 3 4 5  
d. interviews 1 2 3 4 5  
e. other (please specify) \_\_\_\_\_ 1 2 3 4 5

3. To obtain feedback information from member(s) of provincial Secondary

French Curriculum Committee(s) about a new or revised French text in

use, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. telegrams N S O F A 1 2 3 4 5  
b. reports from other areas 1 2 3 4 5  
c. professional conferences you attend 1 2 3 4 5  
d. visits of representative(s) 1 2 3 4 5  
e. letters 1 2 3 4 5  
f. evaluative conferences you sponsor 1 2 3 4 5  
g. evaluative questionnaires 1 2 3 4 5  
h. telephone calls 1 2 3 4 5  
i. interviews 1 2 3 4 5  
j. other (please specify) \_\_\_\_\_ 1 2 3 4 5

4. When you develop a new or revised French text for a province, to whom of

the following do you submit it for criticism?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT

a. university staff of Education (teaching methods) N S O F A 1 2 3 4 5  
and/or French (content) Department(s)  
b. rural district supervisor(s) of Modern Languages 1 2 3 4 5  
c. individual teacher(s) 1 2 3 4 5  
d. Head(s) of provincial Secondary French Curriculum 1 2 3 4 5  
Committee(s)  
e. member(s) of provincial Secondary French Curriculum 1 2 3 4 5  
Committee(s)  
f. Head(s) of Modern Languages Department(s) of 1 2 3 4 5  
secondary school(s)  
g. urban supervisor(s) of Modern Languages 1 2 3 4 5  
h. professional teachers' organization(s) 1 2 3 4 5  
i. provincial Curriculum Director(s) 1 2 3 4 5  
j. representative(s) of provincial Department of 1 2 3 4 5  
Education Curriculum Branch  
k. other (please specify) \_\_\_\_\_ 1 2 3 4 5

5. In which of the following ways do you generally contact Head(s) of Provincial Secondary French Curriculum Committee(s) to inform of new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	interviews	1	2	3	4	5
b.	telegrams	1	2	3	4	5
c.	reviews in professional journals	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	professional conferences you attend	1	2	3	4	5
g.	letters	1	2	3	4	5
h.	catalogues and/or booklists	1	2	3	4	5
i.	articles in professional journals	1	2	3	4	5
j.	brochures	1	2	3	4	5
k.	conferences you sponsor	1	2	3	4	5
l.	advertisements in trade or professional journals	1	2	3	4	5
m.	other (please specify) _____	1	2	3	4	5

6. In which of the following ways do you contact Head(s) of provincial Secondary French Curriculum Committee(s) to obtain ideas about the type of new or revised French texts needed in a province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	professional conferences you attend	1	2	3	4	5
b.	letters	1	2	3	4	5
c.	telephone calls	1	2	3	4	5
d.	interviews	1	2	3	4	5
e.	questionnaires	1	2	3	4	5
f.	visits by representative(s)	1	2	3	4	5
g.	speeches and/or informal talks	1	2	3	4	5
h.	conferences you sponsor	1	2	3	4	5
i.	telegrams	1	2	3	4	5
j.	other (please specify) _____	1	2	3	4	5

7. In which of the following ways do you relay information to member(s) of provincial Secondary French Curriculum Committee(s) about a demand for new or revised French texts in their province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	letters	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	speeches and/or informal talks	1	2	3	4	5
d.	conferences you sponsor	1	2	3	4	5
e.	newsletters	1	2	3	4	5
f.	brochures	1	2	3	4	5
g.	professional conferences you attend	1	2	3	4	5
h.	visits by representative(s)	1	2	3	4	5
i.	telephone calls	1	2	3	4	5
j.	articles in professional journals	1	2	3	4	5
k.	telegrams	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

8. To obtain feedback information about a new or revised French text in use, which of the following do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	evaluative questionnaires	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	telegrams	1	2	3	4	5
d.	visits of representative(s)	1	2	3	4	5
e.	telephone calls	1	2	3	4	5
f.	evaluative conferences you sponsor	1	2	3	4	5
g.	professional conferences you attend	1	2	3	4	5
h.	letters	1	2	3	4	5
i.	reports from other areas	1	2	3	4	5
j.	other (please specify) _____	1	2	3	4	5

9. In which of the following ways do you generally contact provincial Curriculum Director(s) to inform them of new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a. letters		1	2	3	4	5
b. professional conferences you attend		1	2	3	4	5
c. articles in professional journals		1	2	3	4	5
d. visits by representative(s)		1	2	3	4	5
e. conferences you sponsor		1	2	3	4	5
f. advertisements in trade or professional journals		1	2	3	4	5
g. brochures		1	2	3	4	5
h. telegrams		1	2	3	4	5
i. reviews in professional journals		1	2	3	4	5
j. telephone calls		1	2	3	4	5
k. catalogues and/or booklists		1	2	3	4	5
l. other (please specify) _____		1	2	3	4	5

10. In which of the following ways do you contact member(s) of provincial Secondary French Curriculum Committee(s) to obtain ideas about the type of new or revised French texts needed in a province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a. questionnaires		1	2	3	4	5
b. interviews		1	2	3	4	5
c. visits by representative(s)		1	2	3	4	5
d. speeches and/or informal talks		1	2	3	4	5
e. conferences you sponsor		1	2	3	4	5
f. professional conferences you attend		1	2	3	4	5
g. letters		1	2	3	4	5
h. telephone calls		1	2	3	4	5
i. telegrams		1	2	3	4	5
j. other (please specify) _____		1	2	3	4	5

11. In which of the following ways do you relay information to provincial Curriculum Director(s) about a demand for new or revised French texts in their province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a. telephone calls		1	2	3	4	5
b. telegrams		1	2	3	4	5
c. visits by representative(s)		1	2	3	4	5
d. brochures		1	2	3	4	5
e. articles in professional journals		1	2	3	4	5
f. newsletters		1	2	3	4	5
g. professional conferences you attend		1	2	3	4	5
h. speeches and/or informal talks		1	2	3	4	5
i. conferences you sponsor		1	2	3	4	5
j. letters		1	2	3	4	5
k. interviews		1	2	3	4	5
l. other (please specify) _____		1	2	3	4	5

12. To obtain feedback information from provincial Curriculum Director(s) about new or revised French texts in use, which of the following do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a. telephone calls		1	2	3	4	5
b. evaluative conferences you sponsor		1	2	3	4	5
c. telegrams		1	2	3	4	5
d. visits by representative(s)		1	2	3	4	5
e. evaluative questionnaires		1	2	3	4	5
f. professional conferences you attend		1	2	3	4	5
g. letters		1	2	3	4	5
h. reports from other areas		1	2	3	4	5
i. interviews		1	2	3	4	5
j. other (please specify) _____		1	2	3	4	5

13. To relay feedback information to a province about a new or revised French text in use in that province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	telegrams	1	2	3	4	5
b.	interviews	1	2	3	4	5
c.	reports from other areas	1	2	3	4	5
d.	articles in professional journals	1	2	3	4	5
e.	newsletters	1	2	3	4	5
f.	letters	1	2	3	4	5
g.	visits by representative(s)	1	2	3	4	5
h.	professional conferences you attend	1	2	3	4	5
i.	telephone calls	1	2	3	4	5
j.	manuals accompanying text	1	2	3	4	5
k.	speeches and/or informal talks	1	2	3	4	5
l.	conferences you sponsor	1	2	3	4	5
m.	reviews in professional journals	1	2	3	4	5
n.	brochures	1	2	3	4	5
o.	other (please specify) _____	1	2	3	4	5

14. When you decide that there is a market for a new or revised French text in a province, in which of the following ways do you contact person(s) within that province to develop a suitable manuscript?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	telephone calls	1	2	3	4	5
b.	letters	1	2	3	4	5
c.	interviews	1	2	3	4	5
d.	telegrams	1	2	3	4	5
e.	other (please specify) _____	1	2	3	4	5

15. In which of the following ways do you relay information about a demand for new or revised French texts in a province to that province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	brochures	1	2	3	4	5
b.	telephone calls	1	2	3	4	5
c.	visits by representative(s)	1	2	3	4	5
d.	newsletters	1	2	3	4	5
e.	speeches and/or informal talks	1	2	3	4	5
f.	conferences you sponsor	1	2	3	4	5
g.	interviews	1	2	3	4	5
h.	articles in professional journals	1	2	3	4	5
i.	telegrams	1	2	3	4	5
j.	letters	1	2	3	4	5
k.	professional conferences you attend	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

16. When you become aware of a demand for new or revised French texts in a province, to whom in that province do you relay the information?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	urban supervisor(s) of Modern Languages	1	2	3	4	5
b.	Head(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
c.	superintendent(s) and/or principal(s)	1	2	3	4	5
d.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
e.	provincial Curriculum Director(s)	1	2	3	4	5
f.	individual teacher(s)	1	2	3	4	5
g.	member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
h.	professional teachers' organization(s)	1	2	3	4	5
i.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
j.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
k.	representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5

17. When you decide that there is a market for a new or revised French text in a province, whom of the following do you contact to develop a suitable manuscript?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT

a. individual teacher(s)	N	S	O	F	A
b. Head(s) of Modern Languages Department(s) of school(s)	1	2	3	4	5
c. professional teachers' organization(s)	1	2	3	4	5
d. urban supervisor(s) of Modern Languages	1	2	3	4	5
e. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
f. Head(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
g. rural district supervisor(s) of Modern Languages	1	2	3	4	5
h. member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
i. provincial Curriculum Director(s)	1	2	3	4	5
j. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
k. other (please specify) _____	1	2	3	4	5

19. In which of the following ways do you generally contact member(s) of provincial Secondary French Curriculum Committee(s) to inform of new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. newsletters	N	S	O	F	A
b. brochures	1	2	3	4	5
c. professional conferences you attend	1	2	3	4	5
d. conferences you sponsor	1	2	3	4	5
e. articles in professional journals	1	2	3	4	5
f. telegrams	1	2	3	4	5
g. catalogues and/or booklists	1	2	3	4	5
h. reviews in professional journals	1	2	3	4	5
i. interviews	1	2	3	4	5
j. telephone calls	1	2	3	4	5
k. letters	1	2	3	4	5
l. advertisements in trade or professional journals	1	2	3	4	5
m. other (please specify) _____	1	2	3	4	5

20. To obtain feedback information from Head(s) of provincial Secondary French Curriculum Committee(s) about a new or revised French text in use, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. professional conferences you attend	N	S	O	F	A
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. interviews	1	2	3	4	5
e. telephone calls	1	2	3	4	5
f. evaluative questionnaires	1	2	3	4	5
g. evaluative conferences you sponsor	1	2	3	4	5
h. visits by representative(s)	1	2	3	4	5
i. reports from other areas	1	2	3	4	5
j. other (please specify) _____	1	2	3	4	5

18. When you decide that there is a market for a new or revised French text in a province, in which of the following ways do you contact provincial Curriculum Director(s) to have a suitable manuscript developed?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

a. telephone calls	N	S	O	F	A
b. letters	1	2	3	4	5
c. interviews	1	2	3	4	5
d. telegrams	1	2	3	4	5
e. other (please specify) _____	1	2	3	4	5

21. When you have a new or revised French text ready to put on the market, whom of the following do you contact?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT		N S O F A				
a.	member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
b.	provincial Curriculum Director(s)	1	2	3	4	5
c.	individual teacher(s)	1	2	3	4	5
d.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
e.	Head(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
f.	urban supervisor(s) of Modern Languages	1	2	3	4	5
g.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
h.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
i.	professional teachers' organization(s)	1	2	3	4	5
j.	representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
k.	other (please specify) _____	1	2	3	4	5

22. When you decide to develop a new or revised French text for a province, which of the following sources do you generally rely upon for ideas about the type of text needed?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N S O F A				
a.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
b.	urban supervisor(s) of Modern Languages	1	2	3	4	5
c.	Head(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
d.	provincial Curriculum Director(s)	1	2	3	4	5
e.	articles in professional journals	1	2	3	4	5
f.	advertisements in trade or professional journals	1	2	3	4	5
g.	professional conferences you attend	1	2	3	4	5
h.	conferences you sponsor	1	2	3	4	5
i.	reviews in professional journals	1	2	3	4	5
j.	observation and/or experience in that province	1	2	3	4	5
k.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
l.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
m.	member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
n.	observation and/or experience in other province(s)	1	2	3	4	5
o.	professional teachers' organization(s)	1	2	3	4	5
p.	individual teacher(s)	1	2	3	4	5
q.	representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
r.	other (please specify) _____	1	2	3	4	5

23. To relay feedback information to provincial Curriculum Director(s) about new or revised French texts in use in their province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. newsletters	1	2	3	4	5
b. telephone calls	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. speeches and/or informal talks	1	2	3	4	5
e. conferences you sponsor	1	2	3	4	5
f. interviews	1	2	3	4	5
g. reviews in professional journals	1	2	3	4	5
h. reports from other areas	1	2	3	4	5
i. letters	1	2	3	4	5
j. articles in professional journals	1	2	3	4	5
k. manuals accompanying text	1	2	3	4	5
l. visits by representative(s)	1	2	3	4	5
m. professional conferences you attend	1	2	3	4	5
n. brochures	1	2	3	4	5
o. other (please specify) _____	1	2	3	4	5

24. In which of the following ways do you relay information to Head(s) of provincial Secondary French Curriculum Committee(s) about a demand for new or revised French texts in their province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE

	N	S	O	F	A
a. articles in professional journals	1	2	3	4	5
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. professional conferences you attend	1	2	3	4	5
e. newsletters	1	2	3	4	5
f. telephone calls	1	2	3	4	5
g. interviews	1	2	3	4	5
h. visits by representative(s)	1	2	3	4	5
i. reports (informal teacher)	1	2	3	4	5
j. speeches and/or informal talks	1	2	3	4	5
k. conferences you sponsor	1	2	3	4	5
l. other (please specify) _____	1	2	3	4	5

25. To relay feedback information to Head(s) of provincial Secondary French Curriculum Committee(s) about new or revised French texts in use in their province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE				
	N	S	O	F A
a. letters	1	2	3	4 5
b. professional conferences you attend	1	2	3	4 5
c. articles in professional journals	1	2	3	4 5
d. telegrams	1	2	3	4 5
e. reviews in professional journals	1	2	3	4 5
f. telephone calls	1	2	3	4 5
g. interviews	1	2	3	4 5
h. speeches and/or informal talks	1	2	3	4 5
i. conferences you sponsor	1	2	3	4 5
j. visits of representative(s)	1	2	3	4 5
k. reports from other areas	1	2	3	4 5
l. manuals accompanying text	1	2	3	4 5
m. newsletters	1	2	3	4 5
n. other (please specify) _____	1	2	3	4 5

26. To obtain feedback information about a new or revised French text in use, whom of the following do you contact?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT				
	N	S	O	F A
a. principal(s) and/or superintendent(s)	1	2	3	4 5
b. rural district supervisor(s) of Modern Languages	1	2	3	4 5
c. member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4 5
d. provincial Curriculum Director(s)	1	2	3	4 5
e. university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4 5
f. professional teachers' organization(s)	1	2	3	4 5
g. Head(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4 5
h. Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4 5
i. urban supervisor(s) of Modern Languages	1	2	3	4 5
j. individual teacher(s)	1	2	3	4 5
k. representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4 5
l. other (please specify) _____	1	2	3	4 5

27. To relay feedback information to member(s) of provincial Secondary French Curriculum Committee(s) about new or revised French texts in use in their province, which of the following ways do you use?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. articles in professional journals	1	2	3	4	5
b. reports from other areas	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. professional conferences you attend	1	2	3	4	5
e. newsletters	1	2	3	4	5
f. interviews	1	2	3	4	5
g. telephone calls	1	2	3	4	5
h. manuals accompanying text	1	2	3	4	5
i. reviews in professional journals	1	2	3	4	5
j. speeches and/or informal talks	1	2	3	4	5
k. conferences you sponsor	1	2	3	4	5
l. visits by representative(s)	1	2	3	4	5
m. letters	1	2	3	4	5
n. other (please specify) _____	1	2	3	4	5

28. When you decide that there is a market for a new or revised French text in a province, in which of the following ways do you contact member(s) of provincial Secondary French Curriculum Committee(s) to develop a suitable manuscript?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. interviews	1	2	3	4	5
b. letters	1	2	3	4	5
c. telegrams	1	2	3	4	5
d. telephone calls	1	2	3	4	5
e. other (please specify) _____	1	2	3	4	5

29. In which of the following ways do you contact sources of information about the type of new or revised French texts you should develop for a province?

CIRCLE NUMBER INDICATING FREQUENCY OF USE	N	S	O	F	A
a. telegrams	1	2	3	4	5
b. visits by representative(s)	1	2	3	4	5
c. questionnaires	1	2	3	4	5
d. speeches and/or informal talks	1	2	3	4	5
e. telephone calls	1	2	3	4	5
f. informal teacher reports	1	2	3	4	5
g. newsletters	1	2	3	4	5
h. letters	1	2	3	4	5
i. interviews	1	2	3	4	5
j. articles in professional journals	1	2	3	4	5
k. reviews in professional journals	1	2	3	4	5
l. professional conferences you attend	1	2	3	4	5
m. conferences you sponsor	1	2	3	4	5
n. other (please specify) _____	1	2	3	4	5

30. When you obtain feedback information about a new or revised French text in use, to whom do you relay the ideas?

CIRCLE NUMBER INDICATING FREQUENCY OF CONTACT		N	S	O	F	A
a.	Provincial Curriculum Director(s)	1	2	3	4	5
b.	member(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
c.	principal(s) and/or superintendent(s)	1	2	3	4	5
d.	Head(s) of Modern Languages Department(s) of secondary school(s)	1	2	3	4	5
e.	Head(s) of provincial Secondary French Curriculum Committee(s)	1	2	3	4	5
f.	rural district supervisor(s) of Modern Languages	1	2	3	4	5
g.	professional teachers' organization(s)	1	2	3	4	5
h.	university staff of Education (teaching methods) and/or French (content) Department(s)	1	2	3	4	5
i.	individual teacher(s)	1	2	3	4	5
j.	urban supervisor(s) of Modern Languages	1	2	3	4	5
k.	representative(s) of provincial Department of Education Curriculum Branch	1	2	3	4	5
l.	other (please specify) _____	1	2	3	4	5

31. In which of the following ways do you inform a province about new or revised French texts about to be put on the market?

CIRCLE NUMBER INDICATING FREQUENCY OF USE		N	S	O	F	A
a.	catalogues and/or booklists	1	2	3	4	5
b.	professional conferences you attend	1	2	3	4	5
c.	newsletters	1	2	3	4	5
d.	telegrams	1	2	3	4	5
e.	interviews	1	2	3	4	5
f.	visits by representative(s)	1	2	3	4	5
g.	conferences you sponsor	1	2	3	4	5
h.	telephone calls	1	2	3	4	5
i.	letters	1	2	3	4	5
j.	brochures	1	2	3	4	5
k.	articles in professional journals	1	2	3	4	5
l.	reviews in professional journals	1	2	3	4	5
m.	advertisements in trade or professional journals	1	2	3	4	5
n.	other (please specify) _____	1	2	3	4	5

COMMENT

On the basis of your experience to date, is there any way that communication channels between publisher, Curriculum Director, and Curriculum Committee may be improved?

How do you establish your mailing list for advertising materials?







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